



Hunton & Arrathorne Community Primary School

Curriculum Document: Art & Design



INTENT - The Art & Design Curriculum

As a school, we believe that art is a vital and integral part of children's education. It provides them with opportunities to develop a range of ways in which they can share and express their individual creativity, whilst learning about and making links with a wide spectrum of different types of art in our society. Art contributes to children's personal development in creativity, independence, judgement and self-reflection. Moreover, it enables pupils to develop a natural sense of wonder and curiosity about the world around them and therefore links strongly to our school values. The focus is in developing proficiency in drawing, painting, understanding colour and shade and sculpture, with the overall aim of developing a rigorous understanding, critical awareness and inspiration of art and design. We also aim for children to understand local artists and their contribution to wider society.

The art curriculum will develop children's critical abilities and understanding of their own and others' cultural heritages through studying a diverse range of male and female artists and designers throughout history.

Children will develop their understanding of the visual language of art with effective teaching and carefully thought out sequences of lessons and experiences. Understanding of the visual elements of art and design (line, tone, texture, colour, pattern, shape, 3D form) will be developed by providing an accessible and engaging curriculum which will enable children to reach their full potential.



IMPLEMENTATION - Rationale

Art & Design at Hunton and Arrathorne is celebrated and very much a part of our school life. We teach art skills and progression through weekly art lessons. This allows the children to explore the design process thoroughly before creating a final piece of work. To prepare children for this experience, staff have undertaken varied CPD with experts in school to develop the use of sketchbooks and progression in art. As a result, staff's expertise is strong and children are exposed to an exciting and immersive art curriculum.

We have developed our own bespoke art curriculum which allows seamless links with other areas of learning. It includes the formal elements of art and exposes children to a variety of media and techniques throughout their time in school. Our bespoke curriculum is supplemented by some units from Kapow where it meets the aims and intent of our curriculum.

The seven elements of art, pictured above, are key to developing the children's substantive knowledge in art and design. Although these are not taught discretely, links will be made and common vocabulary will be shared.

Art is displayed throughout school. Our sketchbooks, which the children begin in Year 1, follow the children through school and are representative of the children's journey in art. Photographs of larger, group or 3D pieces are also kept within this book.



Art lessons feature a focus on particular skills. These may be featured within one lesson, or stretch over more than one lesson to allow children time to fully immerse themselves and engage in a particular media. Design and evaluation are key to artistic processes, and our planning allows for them to be integrated into sequences of lessons. The children will then be given constructive verbal feedback and next steps, with further opportunities to create the art piece, to improve their work and ensure that the skills are being developed. We have chosen for each year group to develop one skill at the same time (i.e. drawing) so children all develop these skills at the same pace and can draw clear links between learning. Also built into our curriculum, is the opportunity to develop an appreciation and understanding of the very best artists – these are carefully planned and cover artists from a broad and diverse range of backgrounds, including artists from our local area.

To enhance children's cultural capital, we again link our art curriculum to the local area. Children will visit The Baltic Centre & The Angel of the North and the Yorkshire Sculpture Park and the Himalayan Garden. We develop close links with local artists – both professional and amateur. Our 'artist in residence' Chris undertakes workshops and after school clubs regularly with pupils.

IMPLEMENTATION – EYFS

Why do we teach Art & Design? Why do we teach it the way we do?

At Hunton & Arrathorne Primary School our Art & Design curriculum invites children to deepen and extend their feelings of wonder, delight, joy and mystery. We believe that Art enables children to communicate and respond to their everyday experiences and feelings. In Reception, the children are actively encouraged to follow their own interests developing their own ideas. The children learn to express themselves and their own choices, developing the skills of evaluating and refining their own work. Alongside experiences within continuous provision, Reception units of learning also feature on our long term plan. This ensures that children have the foundational knowledge in drawing, painting and sculpture they need to be successful in Key Stage 1 and beyond.

What do we teach? What does this look like?

At our school, the children in Early Years Foundation Stage have access to continuous provision, which had high quality open-end resources. They are encouraged to plan and design what they would like to create and select the tools and resources they will need to support their choices. Highly trained practitioners support the children to learn a repertoire of skills. Throughout half termly topics such as Ourselves, Seasons, Animals, The Seaside the children also explore different art skills such as drawing, painting, and sculpture.

What will this look like? By the time children leave our EYFS they will able to:

Physical

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Arts & Design

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

IMPLEMENTATION – Long Term Plan

	Autumn			Spring		Summer	
REC	Marvellous Marks* Drawing [6 lessons]		Paint my World* Painting / Collage [6 lessons]	Let's Get Crafty* Craft [6 lessons]	Creation Station* Sculpture [6 lessons]	Animalia: Animal Masks Sculpture / Painting [4 lessons]	Growing Artists: Sunflowers Line / Colour [4 lessons] Vincent Van Gogh
Y1	Basic Skills Painting [3 lessons] Mondrian	People & Places: Self Portraits 1 Drawing [3 lessons] Roger Hargreaves	People & Places: Drawing [5 lessons]	Life on Land Printing / Painting [9 lessons] Henri Rousseau		Growing Artists: Leaves Drawing / Painting / Printing / Textiles [7 lessons] Wassily Kandinsky	Craft: Paper Weaving Textiles [3 lessons] Stuart Neil
Y2	Basic Skills Drawing [3 lessons]	People & Places: Self Portraits 2 Drawing [3 lessons]	People & Places: Printing [6 lessons]	Under the Sea Drawing / Sculpture [5 lessons] Axel Schleffer	The Great Fire of London Sculpture / Architecture [4 lessons]	Growing Artists: Georgia O'Keeffe Drawing / Painting / Sculpture / Photography [5 lessons] Georgia O'Keeffe	Craft: Weaving Textiles [4 lessons] Stuart Neil
Y34 (A)	People & Places: Portraits & Landscapes Drawing / Painting / Textiles [8 lessons]		People & Places: Maya Painting / Sculpture [7 lessons]	Extreme Earth Collage [4 lessons] Hokusai	Shade & Tint Painting [5 lessons]	Growing Artists: William Morris & Craft Drawing / Printing / Textiles / Digital Art [10 lessons] William Morris	Photography Digital Art* [3 lessons]
Y56 (A)	People & Places: Portraits & People Drawing / Painting / Sculpture [9 lessons]		People & Places: Georgian Architecture Drawing / Architectur [4 lessons]	Print & Pattern Printing [5 lessons] Emma Bridgewater	Tudor Portraits Painting / Drawing [4 lessons] Hans Holbein	Growing Artists: Sculpted Flowers Sculpture [7 lessons] Darrell Wakeham	Craft: Tie-Dye Textiles [3 lessons] Hugo Pineda

	Autumn			Spring		Summer	
REC	Marvellous Marks* Drawing [6 lessons]		Paint my World* Painting / Collage [6 lessons]	Let's Get Crafty* Craft [6 lessons]	Creation Station* Sculpture [6 lessons]	Animalia: Animal Masks Sculpture / Painting [4 lessons]	Growing Artists: Sunflowers Line / Colour [4 lessons]
Y1	Basic Skills Painting [3 lessons] Mondrian	People & Places: Self Portraits 1 Drawing [3 lessons] Roger Hargreaves	People & Places: Drawing [5 lessons]	Life on Land Printing / Painting [9 lessons] Henri Rousseau		Growing Artists: Leaves Drawing / Painting / Printing / Textiles [7 lessons] Wassily Kandinsky	Craft: Paper Weaving Textiles [3 lessons] Stuart Neil
Y2	Basic Skills Drawing [3 lessons]	People & Places: Self Portraits 2 Drawing [3 lessons]	People & Places: Printing [6 lessons]	Under the Sea Drawing / Sculpture [5 lessons] Axel Schleffer	The Great Fire of London Sculpture / Architecture [4 lessons]	Growing Artists: Georgia O'Keeffe Drawing / Painting / Sculpture / Photography [5 lessons] Georgia O'Keeffe	Craft: Weaving Textiles [4 lessons] Stuart Neil
Y34 (B)	People & Places: Local Artists Collage / Drawing [7 lessons] Lucy Pittaway & Mackenzie Thorpe		Stone Age Art* Painting [5 lessons]	Power Prints* Drawing / Printing [5 lessons] Henry Matisse	Ancient Greece Collage / Craft / Sculpture [6 lessons]	The Natural World: Animalia Drawing / Painting / Collage / Printing [6 lessons]	Craft: Papyrus Making* [5 lessons]
Y56 (B)	People & Places: Interesting People Drawing / Photography / Sculpture [8 lessons] Frida Kahlo & Henry Moore		Let's Collaborate Printing [5 lessons] Yinka Shonabare	Architecture* Drawing / Architecture [5 lessons] Freder Hudertwasser	World War 2 Sculpture / Painting [5 lessons]	The Natural World: Landscapes Drawing / Painting / Collage / Printing [6 lessons] David Hockney	Craft: Make Do & Mend Textiles [4 lessons]

IMPLEMENTATION – Progression in Art & Design Skills and Knowledge

	<u>Drawing</u>	<u>Painting</u>	<u>Sculpture</u>	<u>Other Art (print, collage, digital art)</u>	<u>Knowledge of artists</u>	<u>Analysing and Evaluating Art</u>	<u>Generating ideas and use of sketchbooks</u>
EYFS	Make marks, lines and curves on a variety of paper using a range of media.	Explore a range of ways to apply paint including fingers, brushes, sponges, card and sticks	Manipulate malleable materials using hands and tools Create 3D models from construction kits and junk modelling resources	Make rubbings. Print with variety of objects and colours. Explore and experiment with different textures.	Enjoy looking at and talking about art.	Think about and discuss what they want to make prior to making it. Share their creations, explaining the process they have used.	Experiment in an exploratory way. Talk about their ideas.
Year 1	Draw for different purposes and use observational skills to produce a drawing. Use drawing tools in different ways to experiment with different lines and marks.	Identify the primary colours and understand how to use them to create secondary colours.	Experiment with a variety of malleable media and continue to manipulate malleable materials in a variety of ways e.g. rolling, pinching, and kneading.	Develop a range of cutting, tearing and fixing techniques for a specific purpose Print with variety of colours to build a repeating pattern	Recognise that artists create varying types of art and use lots of different types of materials.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explore their own ideas. Use sketchbooks to explore ideas using a range of media
Year 2	Draw for different purposes and use observational skills to look closely and reflect surface texture. Make choices about which materials and techniques to use to create an effect.	Experiment with a range of tools to apply paint, exploring different textures and techniques Independently make choices about amounts of paint to use when mixing a particular colour.	Use hands and tools with confidence when cutting, shaping and joining paper malleable materials	Choose collage materials based on colour and texture and try different arrangements of materials, including overlapping shapes to create a 3D effect. Make marks in print with a variety of objects, including natural and made objects	Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Experiment in sketchbooks, using drawing to record ideas and to help make decisions about what to try out next. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

<p>Year 3</p>	<p>Begin to show an understanding of shape to communicate form and proportion e.g. create a large scale copy of a small sketch.</p> <p>Develop direct observation, for example by creating tone by shading to demonstrate a sense of light and dark in their work.</p>	<p>Experiment with different colours, effects and textures.</p> <p>Demonstrate good understanding of colour mixing.</p>	<p>Plan, design and make sculptures from observation or imagination</p> <p>Use more than one way to create joins between shapes.</p>	<p>Develop experience in embellishing, using a range of joining techniques.</p> <p>Talk about the processes used to produce a simple print.</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence</p>	<p>Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</p> <p>Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.</p> <p>Begin to carry out a problem -solving process and make changes to improve their work.</p>	<p>Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</p> <p>Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</p>
<p>Year 4</p>	<p>Create several pencil tones when shading and create a simple 3D effect.</p> <p>Show a greater awareness of composition, scale, and proportion.</p>	<p>Apply a developing understanding of colour mixing to create and describe tints and tones and using to paint an object in 3D.</p> <p>Apply paint using different techniques eg. stippling, dabbing, washing</p>	<p>Develop skills and techniques in using malleable and nonmalleable materials for effect</p> <p>Use a range of materials and tools, selecting and using appropriately and with more independence.</p>	<p>Design patterns of increasing complexity and repetition.</p> <p>Use a wide variety of media and use collage to collect / display visual information from a variety of sources.</p>	<p>Use subject vocabulary confidently to describe and compare creative works</p>	<p>Use more complex vocabulary when discussing their own and others' art.</p> <p>Discuss art considering how it can affect the lives of the viewers or users of the piece.</p> <p>Evaluate their work more regularly and independently during the planning and making process.</p>	<p>Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.</p> <p>Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome</p>

<p>Year 5</p>	<p>Combine techniques to create a final composition, showing a greater awareness of composition and demonstrating the beginnings of an individual style</p>	<p>Create atmosphere and movement in paintings through texture, techniques and choice of paint Develop a painting from a drawing, carrying out preliminary studies e.g. colour mixing</p>	<p>Plan a sculpture through drawing and other preparatory work Produce intricate patterns and textures when using malleable and non-malleable media</p>	<p>Select the material to print with, in order to get the effect, they want. Refine and alter ideas and explain choices using an art vocabulary. Combine a wider range of media e.g. photography and digital effects</p>	<p>Discuss how artists create work with the intent to create an impact on the viewer</p>	<p>Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.</p>	<p>Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.</p>
<p>Year 6</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>	<p>Independently select from a range of materials and techniques to create a deliberate and desired effect Identify different features within a painting and use the formal elements to describe it.</p>	<p>Apply learnt techniques to shape, form, model and construct independently, selecting the most appropriate tools and methods</p>	<p>Use digital media as a means of extending work from initial ideas. Combine materials and techniques appropriate to fit with ideas</p>	<p>Describe, interpret, and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p>	<p>Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work</p>	<p>Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.</p>

Reception

Marvellous Marks	Paint My World	Let's Get Crafty	Creation Station	Animal Masks	Growing Artists: Sunflowers
<p>National Curriculum Links:</p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>National Curriculum Links:</p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>National Curriculum Links:</p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>National Curriculum Links:</p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>National Curriculum Links:</p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. 	<p>National Curriculum Links:</p> <p><u>Physical:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Make marks, lines and curves on a variety of paper using a range of media. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Explore a range of ways to apply paint including fingers, brushes, sponges, card and sticks 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Explore and experiment with different textures. - Manipulate materials using hands and tools. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Manipulate malleable materials using hands and tools - Create 3D models from construction kits and junk modelling resources 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Manipulate malleable materials using hands and tools 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Enjoy looking at and talking about art. - Know the primary colours are blue, red and yellow.
<p>Vocabulary:</p> <ul style="list-style-type: none"> - pattern, line, shape, artist 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - paint, colour, tool 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - join, thread, cut, fold 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - sculpt, material, sculpture 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - 2D, 3D, design 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - primary colours, shade, shape, line
<p>Visits/Visitors/Experiences:</p> <p>Whole School Visit</p> <p>Artist Visit: Chris Layfield</p>					

Year 1

Basic Skills: Painting	People and Places: Self-Portraits 1	People and Places: Drawing	Life on Land	Growing Artists: Leaves	Craft: Paper Weaving
<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - To use painting to develop and share their ideas, experiences and imagination. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Painting <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - To use drawing to develop and share their ideas, experiences and imagination. - To learn about the work of an artist and make links to their own work. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing <p>Focus Element:</p> <ul style="list-style-type: none"> - Line and Shape 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing and Collage <p>Focus Element:</p> <ul style="list-style-type: none"> - Line, Texture and Shape 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - To use sculpture to develop and share their ideas, experiences and imagination. - To learn about the work of an artist. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Painting and Sculpture <p>Focus Element:</p> <ul style="list-style-type: none"> - Line, Texture, Shape, Colour and Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Painting, Drawing, Printing and Textiles <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, Line, Shape and Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Sculpture and Craft <p>Focus Element:</p> <ul style="list-style-type: none"> - Texture
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - To identify primary colours - Make secondary colours by mixing primary colours 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Understand the concept of line and make different lines. - Explain what Roger Hargreaves is famous for. - Know that pressing lightly with a pencil will create a fainter line. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Make simple visual observations in drawings. - Explain what texture means in art. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - To know that adding black creates a shade. - To know that adding white creates a tint. - To colour match with increasing accuracy. - To know how to strengthen a sculpture in 3D form. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - To thread a needle. - To complete a simple running stitch. - To explore and use texture within art. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - To be able to use the over and under motion to weave paper. - To complete a simple evaluation of a design.
<p>Vocabulary:</p> <ul style="list-style-type: none"> - primary colour, secondary colour, composition 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - line, shape, wavy, zig-zag, straight, dotted 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - texture, pattern, repeating, observation 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - sculpture, shade, tint, tone, form 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - needle, thread, eye, sew, running stitch 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - weave, warp, weft, evaluate
<p>Visits/Visitors/Experiences:</p> <ul style="list-style-type: none"> Whole School Visit Artist Visit: Chris Layfield 					

Year 2

Basic Skills: Drawing	People and Places: Self-Portraits 2	People and Places: Printing	Under the Sea	The Great Fire of London	Growing Artists: Georgia O'Keeffe	Craft: Weaving
<p>National Curriculum Links:</p> <p>-to use drawing to develop and share their ideas, experiences and imagination</p> <p>Focus Concept:</p> <p>- Drawing</p> <p>Focus Element:</p> <p>- Line</p>	<p>National Curriculum Links:</p> <p>-to use drawing to develop and share their ideas, experiences and imagination</p> <p>Focus Concept:</p> <p>- Drawing</p> <p>Focus Element:</p> <p>- Line, Shape and Tone</p>	<p>National Curriculum Links:</p> <p>-to use a range of materials creatively to design and make products</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Focus Concept:</p> <p>- Drawing and Printing</p> <p>Focus Element:</p> <p>- Line, Shape and Colour</p>	<p>National Curriculum Links:</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>- 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 their own work</p> <p>Focus Concept:</p> <p>- Drawing and Sculpture</p> <p>Focus Element:</p> <p>- Colour, Shape and Form</p>	<p>National Curriculum Links:</p> <p>-to use a range of materials creatively to design and make products</p> <p>-to painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Focus Concept:</p> <p>- Sculpture and Architecture</p> <p>Focus Element:</p> <p>- Architecture</p>	<p>National Curriculum Links:</p> <p>-to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>- to learn about the work of an artist, craft describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Focus Concept:</p> <p>- Drawing, Painting, Photography and Sculpture</p> <p>Focus Element:</p> <p>- Scale and Colour</p>	<p>National Curriculum Links:</p> <p>- to learn about the work of a craft maker, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Focus Concept:</p> <p>- Sculpture and Craft</p> <p>Focus Element:</p> <p>- Texture</p>
<p>Sticky Learning:</p> <p>- To know that a B-pencil is soft and an H-pencil is hard.</p> <p>- To develop drawing techniques including shading, cross-hatching, stippling and scribbling.</p>	<p>Sticky Learning:</p> <p>- To develop increasing accuracy in control of lines.</p> <p>- To use hatching and cross-hatching to add detail.</p> <p>- To include tone within final piece of art</p>	<p>Sticky Learning:</p> <p>- Make more detailed visual observations.</p> <p>- Create a simple pattern using a relief print.</p>	<p>Sticky Learning:</p> <p>- To know that contrasting colours are opposite each other on the colour wheel.</p> <p>- Develop use of sculpture by using paper in interesting ways.</p>	<p>Sticky Learning:</p> <p>- To research the colour and shape of sculptures.</p> <p>- Develop increasingly effective fixing techniques.</p> <p>- To re-create a sculpture based on a photograph</p>	<p>Sticky Learning:</p> <p>- Understand what abstract means in art.</p> <p>- Discuss the work of an artist using the formal elements.</p> <p>- Re-create art in different mediums inspired by an artist.</p>	<p>Sticky Learning:</p> <p>- To make a simple loom.</p> <p>- To know shuttle can carry weft threads through the warp threads.</p> <p>- To create a weaving with fabric.</p>
<p>Vocabulary:</p> <p>- shading, cross-hatching, stippling and scribbling</p>		<p>Vocabulary:</p> <p>- print, pattern, repeat</p>	<p>Vocabulary:</p> <p>- marble, model, complimentary, tinted, sculpt</p>	<p>Vocabulary:</p> <p>- sculpture, structure, fixing, architecture</p>	<p>Vocabulary:</p> <p>- zoom, scale, abstract, enlarge</p>	<p>Vocabulary:</p> <p>- shuttle, warp, weft, loom</p>
<p>Visits/Visitors/Experiences:</p> <p>Whole School Visit</p> <p>Artist Visit: Chris Layfield</p>						

Year 3 and 4 – Year A

People and Places: Portraits and Landscapes	People and Places: Maya	Extreme Earth	Shade and Tint	Growing Artists: William Morris and Craft	Photography: Digital Art
<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing and Sculpture <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, Form and Line 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing and Sculpture <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, Form and Shape 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing and painting [pencil, charcoal, paint. - to learn about great artists in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Collage and Painting <p>Focus Element:</p> <ul style="list-style-type: none"> - Texture, Print and Scale 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including painting with a range of materials. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Painting <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, Tone and Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - to learn about great artists and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing, Printing, Textiles and Digital Art <p>Focus Element:</p> <ul style="list-style-type: none"> - Pattern, Texture and Line 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Photography <p>Focus Element:</p> <ul style="list-style-type: none"> - Tone and Space
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Observe and record accurate shape and proportions. - To know landscapes show a place or a view. -Develop sense of scale using the foreground, middle ground and background. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Develop scale to create 2-dimensional and 3-dimensional artwork. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know how to print using more than one colour. - Make deliberate choices to make texture. - Analyse key artwork with increasing detail. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Understand how to lighten or darken a colour to create tints and shades. - To use tints and shades to give 3-dimensionall form. - Consider proportion and composition to plan and create a still-life painting. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know 3 facts about the famous designer William Morris. - Know 5 ways of changing fabric and apply them in practice (colouring, layering, stitching, quilting and adding objects). 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Make artistic decisions about contrasting colours. - Position objects carefully to maximise the impact of a photograph. Use digital editing techniques.
<p>Vocabulary:</p> <ul style="list-style-type: none"> - landscape, portrait, foreground, middle ground, background, horizon, visually balanced 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - vibrant, bold, symbolism, pattern, sculpt, embellishment 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - technique, layering, texture, tone 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - tint, shade, hue, still-life, proportion 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - colouring, stitching, quilting, layering, adding colour. 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - photography, macro-photography, space, edit, crop.
<p>Visits/Visitors/Experiences:</p> <p>Whole School Visit Artist Visit: Chris Layfield National Gallery (London Visit) Visit to Richmond (Mackenzie Thorpe & Lucy Pittaway Galleries)</p>					

Year 3 and 4 – Year B

People and Places: Local Artists	Stone Age Art	Power Prints	Ancient Greece	The Natural World: Animals	Craft: Papyrus Making
<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to learn about great artists in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Collage and Drawing <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, Texture, Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to develop their techniques, including their control and their use of materials - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [charcoal, paint] <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing and Painting <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, texture, shape and tone 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. - to create sketch books to record their observations and use them to review and revisit ideas <p>Focus Concept:</p> <ul style="list-style-type: none"> - Printing and Collage <p>Focus Element:</p> <ul style="list-style-type: none"> - Shape, line and pattern 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Collage, craft and sculpture <p>Focus Element:</p> <ul style="list-style-type: none"> - Shape, colour, pattern 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing, Painting, Collage and Printing <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, line, shape, form, texture 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Craft <p>Focus Element:</p> <ul style="list-style-type: none"> - Texture
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Name two local artists and the main features of their work. -Discuss local artists using the vocabulary of the formal elements of art. -Use knowledge of clay joining techniques to create a strong clay sculpture inspired by Mackenzie Thorpe. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know that negative space is the space around a picture. - Know that paint colours can be mixed using natural materials. - Talk about some ways historians use art to find out more about Stone Age life. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Be able to create 3D effects when drawing. - Draw objects in proportion to each other. - Make decisions about overall effectiveness when creating a collage. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Incorporate pattern, colour and symmetry to create a piece of Greek art. -To use artistic vocabulary to compare and contrast different art-work. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. - Develop increasingly accurate pencil control to create detailed line drawings. -Show a detailed understanding of tone within drawing and painting to create 3D effects. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know that patterns can be manmade or natural. - Know that layering materials in opposite directions can make them stronger. -Know that art can be decorative or have a purpose.
<p>Vocabulary:</p> <ul style="list-style-type: none"> - muted, subtle, warm, continuous, contour 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - negative space, engraving, blending, pigment 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - monoprint, block print, precision, proportion, gradient 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - architecture, sculpture, clay, slip, amphora, geometric 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - accuracy, sketched, technique, tint, shade, hue 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - ancient, audience, imagery, symbolic, papyrus, zine
<p>Visits/Visitors/Experiences:</p> <p>Whole School Visit Artist Visit: Chris Layfield National Gallery (London Visit) Visit to Richmond (Mackenzie Thorpe & Lucy Pittaway Galleries)</p>					

Year 5 and 6 – Year A

People and Places: Portraits and People	People and Places: Georgian Architecture	Prints and Pattern	Tudor Portraits	Growing Artists: Sculpted Flowers	Craft: Tie-Dye Textiles
<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing, Painting & Sculpting <p>Focus Element:</p> <ul style="list-style-type: none"> - Line, Shape, Tone & Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. - to create sketch books to record their observations and use them to review and revisit ideas - to learn about great architects in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Line and Architecture <p>Focus Element:</p> <ul style="list-style-type: none"> - Architecture 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. Pupils should be taught: - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Focus Concept:</p> <ul style="list-style-type: none"> -Pattern and Colour <p>Focus Element:</p> <ul style="list-style-type: none"> - Printing 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> -Line, Shape and Tone <p>Focus Element:</p> <ul style="list-style-type: none"> - Drawing & Painting 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, sculpting and clay. - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Form and Sculpture <p>Focus Element:</p> <ul style="list-style-type: none"> - Sculpture 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - <p>Focus Element:</p> <ul style="list-style-type: none"> -
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Develop accurate contour lines to create a self-portrait. - Use tone carefully to create an illusion of 3D form. -Use line, tone, shape and form with effect to create a self-portrait. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know that architecture is the art of planning, designing and constructing buildings. -Name 2 common features of Georgian architecture. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Design, create and use a formal relief printing tile. -Select appropriate materials to print with to create a desired effect. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Combine techniques to create a final composition showing a greater awareness of composition. -Create art-work which is an interpretation of a stimulus, 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Master working in the 3D form. - Secure understanding of appropriate sticking and fastening techniques for aesthetics and stability -Record observations in sketch books and return to edit and improve 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Know that tying, folding or scrunching fabric prevents dye from reaching certain areas.
<p>Vocabulary:</p> <ul style="list-style-type: none"> - hatching, cross-hatching, portraiture, tone, shape, form, line 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - architect, architecture, symmetry, proportion, facade 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - mono-printing, relief printing, layered printing, repeating pattern, print 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -Holbein, symbolic, stylised, power, wealth, impression 	<p>Vocabulary:</p> <ul style="list-style-type: none"> - pliable, moulding, observation, intricate, aesthetics 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -resist, dye, fabric, textiles
<p>Visits/Visitors/Experiences:</p> <p>Whole School Visit</p> <p>Artist Visit: Chris Layfield</p> <p>H&A 36 – Display work in a public gallery</p> <p>Beamish Visit</p>					

Year 5 and 6 – Year B

People and Places: Interesting People	Let's Collaborate	Architecture	WWII	The Natural World: Landscapes	Craft: Make, Do and Mend
<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing, Printing, Painting, Sculpture, Collage <p>Focus Element:</p> <ul style="list-style-type: none"> - Line, Shape, Tone, Texture 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - to learn about great artists, architects and designers in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Printing and Collage <p>Focus Element:</p> <ul style="list-style-type: none"> - Colour, Form, Pattern, Texture, and Shape 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials - to learn about great architects in history. <p>Focus Concept:</p> <ul style="list-style-type: none"> - Architecture <p>Focus Element:</p> <ul style="list-style-type: none"> - Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal] <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing <p>Focus Element:</p> <ul style="list-style-type: none"> - Line, Shape and Tone 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - 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. Pupils should be taught: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Focus Concept:</p> <ul style="list-style-type: none"> - Drawing, Printing & Painting <p>Focus Element:</p> <ul style="list-style-type: none"> - Line, Colour, Shape, Tone and Form 	<p>National Curriculum Links:</p> <ul style="list-style-type: none"> - to develop their techniques, including their control and their use of a range of materials - to improve their mastery of art and design techniques <p>Focus Concept:</p> <ul style="list-style-type: none"> - Craft <p>Focus Element:</p> <ul style="list-style-type: none"> - Form and Texture
<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Begin to develop an individual style in responses to art work. -Plan a sculpture through drawing and other preparatory work. -Combine two media (digital media and drawing). 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Work collaboratively to plan a piece of installation art. -Give evaluative feedback to myself and others using the formal elements of art. -Explore and make decisions about the best type of print to create. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Use sketchbooks to research and plan ideas. -Develop own ideas (pencil drawings) inspired by collections of work in sketchbooks and research. -Know architecture is the process of designing, planning and building a structure. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Create drawings which utilise shape and tone to encapsulate the human form. - Use charcoal effectively to give a 2D object 3D form through developing use of tone. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Independently select from a range of materials and techniques to create a desired effect. -Create atmosphere and movement in paintings through texture, technique and choice of paint. -Understand different types of paint and their benefits. 	<p>Sticky Learning:</p> <ul style="list-style-type: none"> - Select whether to use running stitch, blanket stitch and back-stitch to create the desired effect. - Accurately pattern cut a piece of fabric allowing for seam allowances. - Successfully attach embellishments using appropriate fixing techniques
<p>Vocabulary:</p> <ul style="list-style-type: none"> -subtractive sculpture, additive sculpture, expressionism, bust, proportion, feature 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -block, inking, registration, relief print, intaglio, monoprint 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -architecture, façade, geometric, ornamentation, structure, foundation 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -Chiaroscuro, blending, smudging, lifting 	<p>Vocabulary:</p> <ul style="list-style-type: none"> -atmosphere, movement, acrylic, watercolour, oil, gouache 	<p>Vocabulary: rationing, sustainability, resourcefulness, wadding, seam allowance</p>

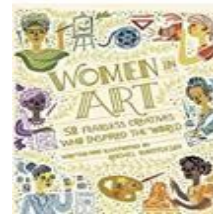
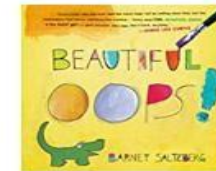
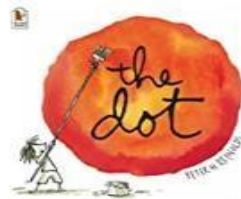
Visits/Visitors/Experiences:
 Whole School Visit
 Artist Visit: Chris Layfield
 H&A 36

IMPLEMENTATION – Reading as Artists...

As Lifelong Readers, we want to inspire our children to ‘read as artists’. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high-quality texts in-line with their current topic in Art.

By reading as artists, pupils might think of questions like:

- Before I read this text, what are my views or thoughts about the piece of art or artist?
- What is purpose of the text? To give me background information? To help me understand the art? To persuade me to like it?
- Does the text help me to appreciate the art or artist? How?
- Now that I’ve read the text, have my views or thoughts changed? How? Why?
- Does it inspire my creativity?
- What art vocabulary is being used?
- What do I already know about the technique being described?
- Can I visualise the process being described?
- What sounds like the most difficult part? Why? Is it realistic to do?



IMPACT

Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.

Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. Children use sketchbooks to record their progression across units and record key vocabulary and linked media work.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught and throughout lessons.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Peer 'book looks' after our art weeks to gain an insight into standards across the school.
- Annual reporting of standards across the curriculum.