



Ark John Archer Primary Academy *Art & Design*



Art and Design: Rationale

The Ark John Archer Art and Design Curriculum intends to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop more rigorous understanding of art and design, in order to evaluate and adapt their creations based on emotion, meaning and technique. It is our intention that pupils identify art, craft and design as a form of expression and creativity; an opportunity to express and celebrate difference; a reflection of character, opinion and emotion.

Pupils learn how art and design both reflect and shape our history, contributing to the culture, creativity and wealth of our nation. Pupils are inspired through the study of innovative and boundary pushing artists, with each year group studying significant artists and the accompanying art history in order of chronology. Throughout their journey, pupils encounter various links to the humanities subjects and deepen their understanding of the historical and cultural development of art forms alongside these. It is crucial that Art and Design is recognised as a subject of its own and so links are not made to other areas of the curriculum unless these links are of benefit to both subject areas.

The curriculum has been developed to focus and build on six core disciplines; drawing, painting, printing, collage, sculpture/3D and textiles (forming a crossover with the D&T units), with a careful and consistent progression of skills and knowledge that allows the pupil to make the necessary connections to piece their learning together throughout their learning journey. As children progress through the Art and Design Curriculum, explicit links and connections are made to support pupils to continually build upon the knowledge and skills they have accumulated in previous year groups.

The units of Art and Design are organised so that pupils are building on their knowledge and skills of drawing and painting in each year group and are building on their knowledge and skills of sculpture, collage and printing once in each two-year cycle. Knowledge and understanding between units is applied and 'kept alive' through the revisiting and application of the formal elements of art and through the continued use of sketchbooks to record and develop ideas.

Pupils begin by studying the work of an artist in detail and this artist is chosen because their work is a powerful example of that art form. Following a detailed understanding of the artist's work, pupils are provided with the opportunity to imitate part of the work and practise the skills and techniques used by the artist. Practising these allows pupils to build in confidence before creating their own pieces.

There are links between the Art and Design units and the other learning which has been planned in History, Geography and Science. To this end, there is a clear link made between subjects which aims to provide a holistic learning experience for our students.



Art and Design: Our Aims

- Pupils produce creative work, exploring their ideas and recording their experiences.
- Pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Pupils evaluate and analyse creative works using the language of art, craft and design.
- Pupils know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Art and Design: Our Approach

Knowledge and memory:

- *Connections and links:* while we acknowledge that most pupils find difficulty in transferring knowledge and skills from one context to another, explicit connections and references to prior learning are made for pupils throughout a unit to support mastery of the subject across different domains.
- *Wider reading and home learning:* suggested books and websites are shared with parents and pupils at the start of a unit of study to encourage wider reading, independent research and a collaborative approach to learning within the family environment.
- *Vocabulary is knowledge:* as part of a school-wide focus, children are exposed to challenging and innovative vocabulary at the beginning of each lesson to enrich their learning. Teachers take pupils through a deep dive into a few carefully selected words, providing opportunity to orally rehearse, apply in different contexts and construct sentences with accurate use of new terms. This enables children to expand their vocabulary knowledge, embed words and then have the confidence to apply them within their learning.
- *Learning excursions:* opportunities are mapped out for pupils to apply their knowledge acquired and expand their thinking through fieldtrips and linked excursions. These may come at the start of a unit to launch new learning, or throughout a unit to facilitate continually discovery and inspiration for writing.

Skills acquisition:

- *Artistic skills and methods* form the foundations for the planning of each lesson. Throughout the sequence of learning, pupils are provided with the opportunity to build upon the skills they have already explored in order to continually refine their approach and apply within a range of contexts, domains and media. Skills across the curriculum are split into six main areas; drawing, painting, printing, collage, sculpture/3D and textiles. These skills are used throughout multiple units in every year and advance in complexity as the child progresses through the school.
- *Sketch books:* pupils record and annotate their creations and designs in sketch books in order to track their own progress, make reference to previous techniques and media, and continually create, evaluate and adapt their work. Pupils move through the school with their sketchbooks, enabling them to make connections and links to the skills and knowledge acquired in previous year groups, and demonstrating progress year-on-year.
- *Create, evaluate and adapt:* pupils learn to adopt a process of evaluation and adaptation when creating pieces of art. They form evaluations based on purpose, audience and the intention of the message they are conveying and representing.

Learning Environments:

The classroom environment is designed to inspire fascination and creativity about the world of art, influential people and the differences expressed through contrasting works of art. To enable children's knowledge to develop and evolve, the environment grows in complexity throughout the school. Key materials are displayed around the classroom to demonstrate artistic techniques and media and share key information throughout the progression of a unit of study:

- *Vocabulary:* key vocabulary to support application of both knowledge and skills are displayed on learning walls and throughout the classroom environment. Pupils are encouraged to make reference to this when completing tasks and reasoning verbally within class discussions.
- *Significant art pieces:* displayed in each classroom, these provide both exemplars and contrasting designs for pupils to reference while building new techniques and knowledge.
- *Time line:* alongside the History Curriculum, pupils track artistic developments, movements and significant artists on a timeline within the class.
- *Pupil outcomes and achievements:* pupils are motivated by the opportunity to have an example of their learning displayed within the classroom. Examples are chosen where pupils have demonstrated application of new techniques, progress in their manipulation and control of different tools and media, and exceptional achievements in their learning.
- *Home learning:* pupils are continually encouraged to engage further with their learning and study while at home and outside of the school environment. Home learning is celebrated during whole-school assemblies and displayed within classrooms / around the school for all pupils to view and celebrate.

Assessment:

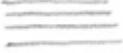
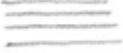
- *Knowledge quizzes:* At the end of each unit of study, pupils complete a knowledge quiz to assess retention of knowledge and understanding of significant people, artworks and movements across the unit of study. Pupils enjoy the opportunity to demonstrate what they know and share in the success of their learning journey.
- *Sketch books:* pupils record and annotate their creations and designs in sketch books in order to track their own progress, make reference to previous techniques and media, and continually create, evaluate and adapt their work. Pupils move through the school with their sketchbooks, enabling them to make connections and links to the skills and knowledge acquired in previous year groups, and demonstrating progress year-on-year.
- *Final pieces:* at the end of each unit of study, pupils create a piece of art which demonstrates their knowledge and understanding of the techniques and approaches taught during the unit. They self-assess themselves focusing on the successes of the piece and the areas to develop compared to their previous final pieces and to the pieces of art studied during the unit.

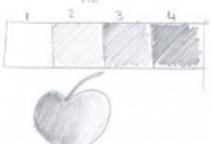
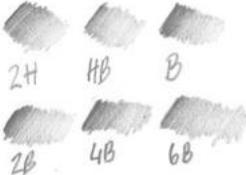
Art and Design: Progression Map

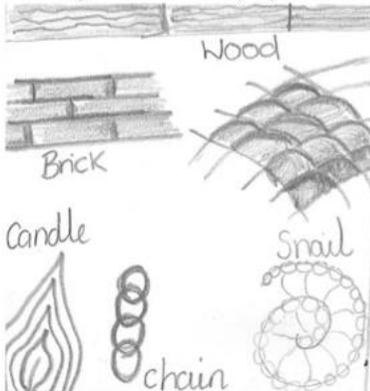
	Drawing	Painting	Printing	Collage	Sculpture / 3D
Reception	Representational drawings: Pupils express their life experiences, and still-life observations, through drawings of their time in and out of school.	Mark making: Creating marks and mixing colour on paper using different tools: brushes, fingers, cotton buds etc.	Stamp printing: Creating own blocks/stamps to explore creating repetitive patterns. Using vegetables, string on blocks and everyday materials.	Experimental collage: Experimenting with different materials to explore texture and pattern to represent something from their topic.	Junk modelling: Create structures with recycled material, Lego, Play-doh to represent something from their topic.
Year 1 Barbara Walker Alberto Giacometti Wassily Kandinsky	Self-portraits: Pupils communicate something about themselves in their drawing. Explore moods in their own drawings. Pupils can draw with pencil and crayon. Pupils can describe what they see and like in the work of another artist.	Colour theory: Pupils can communicate something about themselves in their painting. Create moods in their painting. Choose to use thick and thin brushes as appropriate. can name the primary and secondary colours. Mix paint to create all the secondary colours. Describe what they can see and like in the work of another artist.			Basic Sculpture: Pupils make different kinds of shapes, shape materials such as clay and add texture using tools. They can describe what they can see and like in the work of another artist and ask questions about a piece of art.
Year 2 Henri Matisse Henri Rousseau Esther Mahlangu	Animals and Habitats: Pupils can use a viewfinder to focus on a specific part of an image before drawing it. Pupils use three different grades of pencil to show areas of light and dark.	Great Fire: Pupils can create a background using a wash and mix/match colours and predict outcomes. Animals and Habitats: Pupils can mix their own brown and make tints/tones by adding white/black.	Colours and shapes: Pupils print onto paper with sponges, vegetables, and fruit. Pupils can create a repeating pattern, use different colours and create their own relief block.	Basic collage: Pupils can cut and tear paper and card for collages by gathering and sorting materials. Pupils can explain their choice of different kinds of materials. Pupils can create individual and group collages	
Year 3 Lascaux Caves Paul Cezanne Traditional Greek	Still Life: Pupils can write an explanation of their drawings. They can identify and draw simple objects and draw using pastels. Pupils can use different grades of pencil to show light and dark tones and begin to show pattern and texture in their drawings. Use a viewfinder to focus on a certain aspect of an artefact before drawing it.	Cave Paintings: Pupils can predict with accuracy the colours they mix and create all the colours they need. Pupils know where each of the primary and secondary colours sit on a colour wheel. Pupils can use a range of brushes to create different effects. Pupils can add materials to paint to add texture			Greek Pottery: Pupils can sculpt clay and make a clay pot, working with life size materials. They can add line, shape and texture to their work.
Year 4 Lullingstone Roman Villa William Morris Frida Kahlo	Self-Portrait: Pupils are beginning to show facial expressions in their drawings, draw simple objects with pattern and texture and explain why they have chosen specific objects to draw.	Self-portraits: Pupils can create mood in their paintings with colour, express themselves and their emotions in their paintings and sketches. Pupils can confidently create the colours they need.	Patterns in Nature: Pupils can create a printing block and create a print using at least two colours. Pupils can create an accurate print design and print onto fabric.	Mosaic: Pupils can use repeated patterns in collage, cut paper accurately and experiment using different colours. Pupils can create a mosaic using ceramic tiles.	

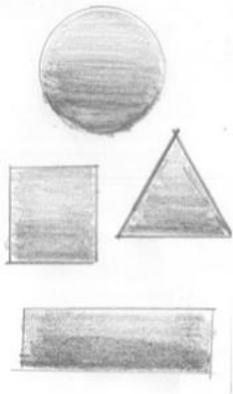
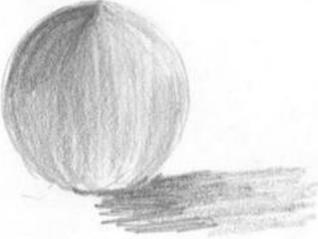
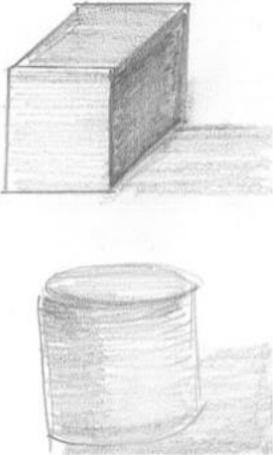
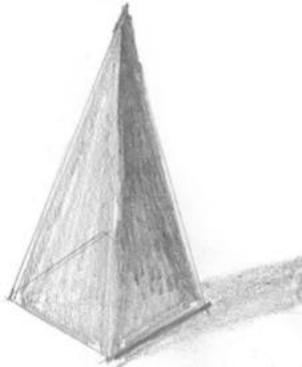
<p>Year 5 Van Gogh Yayoi Kusama</p>	<p>Landscapes: Pupils can successfully use marks and lines to produce to produce realistic textures. Pupils use colour and shading to create mood and feeling. They can show movement in their drawings and draw with oil pastels. They can explain why and how they have chosen specific drawing techniques.</p>	<p>Exploring 3D form: Pupils can use paint as a form of expression and to represent something imagined and abstract.</p>	<p>Geometric Patterns: Pupils can create a print using multiple colours. Create an accurate print design that meets criteria, incorporate overprinting using different colours. Pupils confidently use the reduction method when printing with lino. Explore positive and negative space when printing</p>		<p>Exploring 3D form: Pupils experiment with and combine different materials to make a 3D form. Sculpt mouldable materials and create work which is open to interpretation by the audience. They can include visual and tactile elements in their work.</p>
<p>Year 6 Stephen Wiltshire Lichtenstein, / WarhoL/ Basquiat Hannah Hoch</p>	<p>Cityscapes: Pupils can develop quick studies from observation, returning to each to improve accuracy/detail. Pupils convey tonal qualities, showing understanding of light and dark on form. Select a range of drawing tools, using at least four different grades of pencil and use charcoal.</p>	<p>Pop Art: Pupils can explain what or who their work, or elements of their work, is influenced by and which elements are their own ideas. Pupils can analyse and compare the work of multiple artists.</p>		<p>Messages and Meaning: Pupils can combine visual and tactile qualities, express mood and emotion through collage. Pupils can justify the materials and images they have chosen. Pupils can overlap materials. Pupils can create artwork with meaning that can be interpreted by the audience.</p>	

Art and Design: Drawing Progression

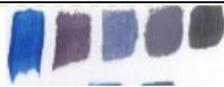
Line, Pattern	Reception	Year 1	Year 2	Year 3	Year 4	Years 5&6
	Mark making	Create lines	Create lines with defined tone	Replicate lines for purpose of texture and pattern		
Wavy						Continue to refine and hone their drawing techniques.
Horizontal						
Vertical						
Hatching						
Cross-hatching						
Scumbling						
Continuous						
				Know the difference between continuous lines and sketch lines.	Know which style of line to use in a drawing (continuous, sketch lines).	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Value	<p>Know gradients of pencils.</p>  <p>HB B 2B</p> <p>Create tone using pencil to give 2D shapes depth: shaded light and dark.</p> 	<p>Know gradients of pencils.</p>  <p>HB B 2B 4B</p> <p>Know how to create detail drawings of textures and patterns.</p> <p>Add dimension to drawing using tone and value to create form (3D effect).</p> 	<p>Know which pencils create which tone & value.</p>  <p>2H HB B 2B 4B 6B</p> <p>Add dimension to drawing using tone and value to create and enhance form.</p> 	<p>Know which pencil value to choose for the purpose needed.</p>  <p>B H</p> <p>Know how to shade 3D objects.</p>	<p>Identify the correct tool to draw with for purpose:</p> <ul style="list-style-type: none"> o Tone o Value <p>Use tone and value to create shade and depth in a drawing.</p>	<p>Purposeful selection of medium to show:</p> <ul style="list-style-type: none"> o Tone o Value o Form o Shape o Space o Texture o Pattern

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shape, Texture	<p>Know how to use pencil to create pattern and texture.</p>  <p>leaf Scale Web Stones Clouds Tiles feathers</p>	<p>Know how to use pencil to create pattern and texture.</p>  <p>Leaves feathers Web Scales clouds</p>	<p>Know how to use pencil to create pattern and texture:</p> <p>Fine feather, heavy feather, smooth scales, rough scales, spiny scales, fish scales.</p>  <p>Brick Leaves Fine clouds Heavy Smooth Rough</p>	<p>Use pattern and texture in finer detail over larger areas and for purpose.</p>  <p>Wood Brick Candle chain Snail</p>	<p>Choose to use pattern and texture within a piece of work to enhance detail:</p> <p>Brick, tiles, scales, wood.</p>	<p>Create mood and emotion in drawings through choices of tone, form, value.</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draw around 2D shapes to then be able to draw them free hand: Circle, triangle, square, rectangle.</p>  <p>Replicate shapes they see in still life.</p>	<p>Replicate shapes free hand: Circle, triangle, square, rectangle.</p>  <p>Know how to make accurate shapes of objects from still life with awareness of space.</p> <p>Replicate a drawing which shows 1-point perspective.</p>	<p>Use tone and value to create 3D form: Cuboid, cube, cylinder.</p>  <p>See and draw shapes accurately to give form, from observation.</p> <p>Lay out still life drawing with accuracy.</p> <p>Know how to draw with 1-point perspective.</p>	<p>Use tone and value to create a variety of 3D forms.</p>  <p>Lay out still life drawing with accuracy.</p> <p>Draw 1-point perspective.</p>	<p>Use tone, texture, pattern, value to create mood and feeling.</p> <p>Lay out a range of still life objects.</p> <p>Draw 2-point perspective.</p>	<p>Know how to draw a range of 3D shapes: Cuboid, cube, cylinder, pyramid, sphere.</p> <p>Create mood and emotion in drawings through choice of tone, form, value.</p> <p>Lay out a range of still life objects.</p> <p>Draw with a range of perspectives.</p>

Art and Design: Colour Theory Progression

Reception		Year 3	
<p>Red, blue and yellow are the primary colours.</p>		<ul style="list-style-type: none"> Predict with accuracy a colour mix. Know the position of each primary, secondary and tertiary colour on a colour wheel. 	
		<p>Create tints by adding white.</p>	
		<p>Create shade by adding black.</p>	
Year 1		Year 4	
<p>Purple, orange and green are secondary colours: Red and blue = purple Red and yellow = orange Blue and yellow = green</p> <p>Mix primary colours to create desired secondary colours.</p>		<ul style="list-style-type: none"> Create tones by adding greys. Accurately create all the hues required (primary, secondary, tertiary, tinted, shaded and toned). Know that the following colours are often associated with particular moods and emotions. 	
		<p>Blues Cold, sadness, melancholy</p>	
		<p>Yellows Warmth, happiness, joy</p>	
Year 2		Year 5	
<p>Tertiary colours are created by mixing primary and secondary colours. Mix to create desired tertiary colours.</p> <p>Yellow and orange = amber Orange and red = vermillion Red and purple = magenta Purple and blue = violet Blue and green = teal Green and yellow = chartreuse</p>		<ul style="list-style-type: none"> Use shade to create mood and feelings. 	
		Year 6	

Art & Design: Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<i>[Drawing, painting, printing, collage, and sculpture feature in each half term as part of continuous provision]</i>					
Year 1	Self-Portraits Barbara Walker <i>[Drawing]</i>		Clay Animals Alberto Giacometti <i>[Sculpture]</i>		Colour Theory Wassily Kandinsky <i>[Painting]</i>	
Year 2		Great Fire Henri Matisse <i>[Collage & Painting]</i>		Animals & Habitats Henri Rousseau <i>[Painting & Drawing]</i>		Pattern Making Esther Mahlangu <i>[Printing]</i>
Year 3		Cave Paintings Lascaux Caves <i>[Painting & Drawing]</i>		Still Life Paul Cezanne <i>[Drawing]</i>		Greek Pottery <i>[Sculpture & Painting]</i>
Year 4	Roman Mosaic Chedworth Villa <i>[Collage]</i>		Nature Patterns William Morris <i>[Printing]</i>		Self-Portraits Frida Kahlo <i>[Painting & Drawing]</i>	
Year 5	Landscapes Van Gogh <i>[Drawing]</i>		Modern Yayoi Kusama <i>[Sculpture & Painting]</i>		Geometric Patterns <i>[Printing]</i>	
Year 6	Landscapes Stephen Wiltshire <i>[Drawing]</i>		War & Peace Hannah Hoch <i>[Collage & Painting]</i>		Pop Art (Self-Portraits) Lichtenstein, Warhol, Basquiat <i>[Painting]</i>	