Westgate Primary School

Art and Design

Subject Lead: Mrs K Collinstone

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Intent

Art at Westgate aims to inspire pupils and develop their confidence to experiment and invent their own works of art. At Westgate, we allow children the opportunity to develop their Art skills through a spiral curriculum in key areas such as drawing, painting and mixed media, sculpture and 3D and craft and design. This allows for the various skills to be embedded resulting in high quality outcomes because children are able to draw upon their prior learning and knowledge, reinforce this and build upon it further. Final pieces demonstrate knowledge of skills taught, provide opportunities for evaluation whilst also reflect the children's individual pride and creativity.

Through each unit the children focus on the work of a modern day or historical artist from a range of backgrounds and cultures who use different art forms. This allows children to learn key facts about the artist and their work and make comparisons. We deliver lessons that inspire children to see art as a 'creative process' which needs to be planned, developed, refined/adapted and reflected upon. When children leave Westgate, they will have an excellent knowledge and understanding of the lives and work of an inclusive and diverse range of artists, a progressive and secure knowledge of art skills and tools in the key identified areas, experience of making and evaluating creative decisions and a sense of pride and respect for their own creativity and that of others.

Implementation

EYFS

At Westgate we follow The Early Years Framework and The National Curriculum. Expressive Art and Design in the Early Years Curriculum is used to develop children's imagination, creativity and ability to competently use a range of media and materials.

At Westgate all pupils are given the opportunity to explore colour, texture, design, function and form in two and three dimensions. They have access to a wide range of art materials and tools and are encouraged to use their own imagination and observations from their environment and other artists, to design and create artwork. Through a range of planned and purposeful activities and tasks, children are able to explore their ideas independently and share their creations with others, explaining the processes they have used.

Reception Physical Development	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
Reception Expressive Arts and Design	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG Physical Development - Fine Motor Skills	• 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.
ELG Expressive Arts and Design - Creating with Materials	• 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.

Key Stage 1 and Key Stage 2

Our curriculum is designed with five strands that run throughout. These are:

- Generating Ideas
- Sketch Books
- Making Skills (Including formal elements: line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed media
- Craft and design
- Sculpture and 3D

It is important to remember that skills in Art and design flow between units; the curriculum has been designed to be holistic. You will find that, for example, drawing skills appear in almost every unit; children may apply what they have learned about mixed-media to a task in a Sculpture and 3D unit, and so on.

Creativity is robustly embedded into each unit. Children are encouraged to make their own creative choices so that their art outcomes, whilst still being knowledge rich, are unique to the pupil.

Art Concepts

We have identified the key concepts for Art. Across key stages, children revisit the key area ensuring that prior learning is revisited repeatedly with increasing complexity. Art lessons are sequenced so that pupils progress in their learning and within the sequencing the key concepts are regularly repeated, so that children can build on their prior knowledge and understanding of the concepts. The expectation is that they produce artwork to a higher level of proficiency each time they make art or encounter new aspects of the discipline.

Concept	Explanation
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 characterised by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them.
Shape	A shape's boundaries are defined by other elements of art such as lines, colours, and textures. Throughout the scheme pupils will look at 2D and 3D shapes alongside positive and negative spaces.
Form	Form is used to describe a shape that is or has been implied as a three-dimension subject within artwork.
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.
Tone	Tones could refer to black, white and the grey tones between. It could refer to how light or dark a colour appears. In real life, tone is created by the way light falls on an object.
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 use of material.
Pattern	A pattern is a design in which lines, 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.

Curriculum Overview

Drawing			
Year group	**Strands**	**In this unit, pupils will be:**	**Rationale**
Reception Marvellous Marks	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Exploring mark-making with patterns and textures with a small range of medias including crayons on a range of surfaces and in different patterns with repeating phrases like "Zig-zag". Children will make wax rubbings of different textures. To create simple observational drawings that will support drawing a portrait with self-expression.	Our children's journey starts here in Reception, where they start to explore how to manipulate a variety of media to create marks and explore texture like wax rubbings. They will make simple patterns and marks with a range of colours. They will increase their control of the media by creating small and large marks ready for year 1. This will lead to the children using their careful observational skills to draw flowers and then portraits with self-expression by exploring a variety of artist self-portraits like **Vincent Van Gogh** with realistic or unrealistic colours.
Year 1: Drawing: Exploring line and shape.	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	• Identify that some shapes are organic. • Connect lines to create shapes. • Use and recognise different types of lines when drawing shapes. • Identify basic shapes in everyday objects and artwork. • Talk about what they like or dislike in a piece of artwork. • Use shapes to draw a face. • Use different pressures to make a colour lighter or darker. • Choose lines and shapes inspired by Brianna McCarthy's artwork**.**	This unit builds upon EYFS when pupils talk about their ideas and begin to explore them. They will start with retrieving the skills they have learnt from EYFS, then they will develop a range of shapes and lines exploring control and pressure. In session two, they will use music as a stimulus to "take their line for a walk," based on **Paul Klee's** (Swiss-born German abstract artist) use of the violin for inspiration. The pupil's next step will be to connect lines to make organic shapes and investigate the different facial shapes before drawing the facial shapes independently. Finally, they will use the artist, **Brianna McCarthy** (Trinidad) to inspire interesting lines and marks.
Year 2: Understanding tone and texture.	Generating Ideas Sketch Books	• Experiment with a range of materials to create marks and tones.	Pupils build on their Year 1 knowledge of creating a range of lines and shapes to create a self-portrait. They start by understanding what tone and shadows mean and how to use the pressure from year 1 to create light and dark tones. They

	Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	• Use different pressures and control to make different marks. • Describe the texture of objects. • Identify how artists use tone. • Control shading to show tone. • Sketch simple shapes lightly so that changes can be made. • Refine a drawing by building up the outline of an object. • Pose to show a clear expression and head position to create a photograph.	will start to experiment with a wider range of medias, building on from EYFS, such as pastels and charcoals. In the next session, this experimentation develops into understanding textures, which is linked to EYFS wax rubbings, by collecting a range of textures and creating "rubbings" of them and explaining how they feel. By session 3, they will start to understand the four rules of shading, before they use their observation skills from EYFS and year 1 to sketch simple shapes. In session 5, the German artist, **Kathe Kollwitz** is used to demonstrate how tones are used effectively and to use this as inspiration for their own simple sketch. Finally, they will connect the shadow and tone learning with expression by taking portrait photographs in darker areas where shadows will create a darker tone to show sadness or taking them in the light with bright surroundings to show happier feelings.
Year 3: Drawing: Developing drawing skills.	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	• Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun.	Within this unit, pupils link their year 2 skills of drawing shapes and begin to develop an understanding of how artists use shape in drawing to create an image as a basis for their drawing and then refining the drawing. This is followed by recapping on the four rules of sketching from year 2 to develop shading skills to blend tones. The next session continues to develop the pupils observation skills by discussing the artists techniques and how the artists (: **Katie Daisy**, **Sara Boccaccini Meadows**, **Dianne Sutherland**) before applying what they have learnt to their own sketches of bulbs and seeds. They will then apply their skills to an imaginative sketch of a flower that the seed/ bulb could produce. Next, they will explore a web-based digital art software called Sketchpad to recreate their imaginary plant pictures from the last lesson digitally. Finally, the pupils will use **Dale Chihuly's** artwork 'The Sun' to create their own art piece story from a range of materials and take close-up pictures of it just like the artist did, ensuring they are paying attention to texture, shading and tone.

Year 4: Drawing: Exploring tone, texture and proportion	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	• Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	Building upon their prior learning from year 3, the pupil swill draw using tone to create a 3D effect using lighter and darker lines with pressure from their learning in year 2 but now considering and adding highlights and to emphasise form. To develop further, their understanding of shading, they will experiment with cross-hatching where the lines are close together to create dark shading and further apart to create light shading. In the third session, the pupils start to look at how proportion is used to make the artwork look balanced and realistic or unbalanced and exaggerated in various pieces of artwork. Next, the pupils begin to understand what an effective composition in art looks like. They will explore **how Beatriz Milhaze** uses composition in her artwork alongside her use of vibrant colours, inspired by the plants and flowers near her home in Brazil and then create their own composition piece. The children will then apply an understanding of texture, tone and proportion in a drawing using **Nicola McBride's** technique of layers of colour in her drawings. Finally, they will create a collaborative piece of art inspired by a Pakistani artist**, Maryam Arslanan** based on a breakfast plate.
Year 5: Drawing: Depth, emotion and movement	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	• Use various types of lines to emphasise emotion or draw attention. • Describe how artists have shown emotion. • Use colour and line to convey emotion or movement in their sketch. • Design a print, considering the composition carefully. • Use a combination of marks to create tone and depth.	In Year 5, pupils begin to look at movement and what type of lines could show this. They will then practise gestural mark making using a variety of lines from their year 1 learning that they have since developed. Next, they will **use Charlie Mackesy's** artwork to explore emotion and his use of lines to show this. Pupils will use the felt tip pens and water to create a drawing of their memory. In the next lesson, they will use the foreground and background to create a sense of depth. **Elizabeth Catlett**'s artwork is used to demonstrate more lines to make the main subject (the person in the foreground) stand out, making them the focal point of the image. Then, she has used fewer lines and darker tones for the background to make them appear far away. They will add a foreground and

		• Describe how artists use tone to show depth in their artwork. • Create an effective printing plate. • Reflect and improve their sketchbook experiments and final work.	background to their memory form lesson two. In session four, they will transfer their memory drawing to print by lightly tracing their image and knowing that each line drawn will represent a cut, before making the print tile and printing. Lastly, they will select their own drawing tools and draw a self-portrait that captures their emotion and movement and all of the skills they have learnt and practised.
Year 6: Expressing ideas.	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	• Identify key features of street art and murals. • Discuss the intention and impact of street art. • Use various shading techniques to show texture, tone, form and depth. • Apply one point perspective in their work. • Enlarge a drawing by scaling using an accurately drawn grid. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. • Use space effectively to enhance visual impact of their graffiti tag.	In Year 6, pupils begin to understand that street art is often used to convey a message. They will create their own message based on an environmental theme. Next, they will explore the work of **Edgar Müller** who is a German 3D illusionist artist. The pupils will link their understanding of shadows, shading and perspective to create a picture using one point perspective adding features such as buildings, lampposts and roads. In session three, they will use scale and proportion effectively in drawings using the artists, **Sian Storey'** and **Diego Rivera.** They will create their own "scaled up" drawing of a simple image maintaining proportions. This will lead to the children designing an street-art-inspired piece that communicates a message to the local community using colour and strong images. Finally they will create this piece using perspective, scale and proportion.

Painting and Mixed Media			
Year group	**Strands**	**In this unit, pupils will be:**	**Rationale**
Reception	Generating Ideas	Exploring the media of paint through finger painting, describing the textures and whether it is abstract or not. They will	Students will be introduced to the media of paint and encouraged to explore the texture discussing whether their art piece of abstract or figurative. To follow, they will find their

Paint my world	Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	use a variety of natural items to make marks. Music will be introduced to express feelings. Collage will continue the art of self-expression and then to create landscapes using the artist **Megan Coyle** for inspiration. Firework pictures will be created by using paint in a variety of ways.	own natural paintbrush and use the media of mud. Music will be introduced to express feelings and to allow their paintbrush to dance along with the melody. A collage station will be set up to enable children free creativity to make their own pictures using a variety of resources – some materials prepared and some for the children to manipulate. The abstract and figurative language flowing through each session. **Megan Coyle's** landscape work will be used as a basis for further collage work followed by a firework painting created by using the paint in a variety of ways like flicking and dabbing.
Year 1: **Colour Splash**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by British artist **Clarice Cliff** and American painter **Jasper Johns**.	Pupils build upon their EYFS knowledge of exploring paint from using their fingers, paint brushes and objects from nature by learning to name the primary colours in Year 1. Pupils will also use their knowledge of primary colours to mix and make secondary colours. Alongside this, the pupils will also reinforce their mathematical understanding of numbers from 1-20 by painting using numerals and looking at work of the American artist **Jasper Johns**. Pupils will move onto learning how to use a range of colours when printing, selecting colours, shapes, and materials to suit ideas and purposes. During this unit, pupils refer to their knowledge of secondary colours in lesson one, to create different shades of their chosen secondary colour to decorate a hand template using a variety of patterns. Pupils will move on to studying the British artist **Clarice Cliff**, using concentric circles and secondary colours. They will be able to describe similarities and differences between art, design and sculpture and reflect on their own artwork.
Year 2: **Life in Colour**	Generating Ideas	Taking inspiration from the collage work of artist Romare Bearden, children	Pupils draw upon their prior learning from EYFS and Year 1 regarding colour mixing and secondary colours to know that different amounts of paint and water can be used to mix hues of secondary colours.

	Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of **Romare Bearden** and use it in a collage, linking this to the Egyptian desert, that they study in both Geography and History.	They explore their understanding of textures further by using different medium to add detail to their artwork. Pupils also begin to know that 'composition' means how things are arranged on a page, this is further built upon in Year 4 when they create their own compositions using objects. Finally, pupils take inspiration from the American artist – **Romare Bearden** - to create their own collages, overlapping materials to add texture.
Year 3: Prehistoric painting	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Pupils make cross curricular links to history through this art topic, by learning about changes in Britain from the Stone Age to the Iron age. This helps prepare the Year 3 pupils for their Roman topic in Term 3 and reinforces their understanding of chronological order. In this topic, pupils begin to identify features that prehistoric paintings have in common and pick out key geometrical shapes – linked to their art learning in term 1 - to create their own line drawings. They also build on their mathematical knowledge of 2D and 3D shapes, recognising and describing them in different orientations. Pupils begin to understand the process of enlarging a drawing by using scale: a mathematical concept they will build upon further at the end of KS2 and an art skill further explored in their Year 5 sculpture unit. They use charcoal to recreate the style of cave painting. Within this unit, pupils also refer to their EYFS and Year 1 knowledge of exploring the natural environment and their knowledge of mixing colours, to use natural objects found in the environment to create marks and shapes for their prehistoric art e.g. crushed berries, burnt wood, plants, mud, leaves etc. They can demonstrate a good understanding of colour mixing when using the natural

			pigments, evidenced by the record of mixed colours in sketchbooks. During this process, pupils are also able to discuss their historical understanding of the differences between prehistoric paint and modern paint. Finally, pupils further develop their understanding of different colours and textures to make a piece of art in a prehistoric style by experimenting and making choices about equipment or paint and applying some of the techniques from the Stone Age, using simple bold black outlines, patterns, and dots. 'The First Drawing' picture book by Mordicai Gerstein is used alongside this unit.
Year 4: **Light and dark**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques. Pupils look at the French artist, **Paul Cezanne** in this unit.	Building upon the KS1 and Year 3 knowledge of colour mixing, pupils begin to develop an understanding of tints and shades. Pupils learn that adding black makes a shade and adding white creates a tint. To reduce cognitive overload, pupils are given the opportunity to explore cross curricular links to science studied previously in Year 3, by understanding that they need light to see and that darkness is the absence of light. They also discuss how shadows are formed. Pupils continue to develop their speech and language skills by discussing their choices and their work, trying out different arrangements of objects and explaining why they chose their composition. Using the French artist, **Paul Cezanne** for inspiration and drawing upon their prior knowledge of 3D shapes, pupil show in their final painting that they have understood how colour can be used to show light and dark, and therefore use tints and shades to make an object appear 3D.

Year 5: Portraits	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Using their prior knowledge of colour mixing, pupils show an understanding that artists use colour to create an atmosphere or to represent feelings in artwork, for example by using warm or cool colours. Within this unit, pupils draw upon their English presentation and handwriting knowledge to choose a writing implement which is best suited to the task. They also draw upon their English knowledge of observational poetry by creating a poem portrait linked to significant leaders they have studied. Pupils vary the size, shape and placement of words to create interest during the drawing task. Pupils also build upon their prior knowledge of 'composition' by trying out a variety of materials and compositions for their drawing backgrounds, demonstrating and discussing their decision making. Pupils are given the opportunity to extend their learning of self -portraits by using art vocabulary to compare work of a range of artists through different mediums, including mixed media. They will also build upon their debating skills by justifying their opinions. Pupils study the work of British artist, **Chila Kumari Singh Burman** to create their own photo montage considering the effect created by their choice of materials and composition of their final piece.
Year 6: Artist Study	Generating Ideas Sketch Books	Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working	Within this unit, pupils analyse the work of the British artist - **David Hockney**, Portuguese artist - **Paula Rego**, Asian artist - **Fiona Rae** and British artist - **Lubaina Himid**. Pupils are given opportunities to further develop their spoken language and inference skills by asking relevant questions, articulating and

	Making Skills (Including formal elements)	collaboratively, they present what they have learnt about the artist.	justifying their answers and participating actively in collaborative conversations. Pupils are provided with opportunities to develop their story telling skills, using the work of Portuguese artist, **Paula Rego** as a stimulus for sparking their imagination to create a narrative. They make links to PSHE unit - Health and Wellbeing, by creating an abstract piece of art, using personal experiences that reflect how they felt. When exploring the thought-provoking piece, 'Five' by **Lubaina Himid**, pupils deepen their understanding of Black History and learn that Himid was part of the Black Arts Movement in the 1980s. Pupils learn that lots of Lubaina Himid's artwork is about the strength of Black people throughout history. Pupils consider how art is used to convey messages and raise awareness of cultural and social issues, inspiring children to make their own meaningful artwork. Finally, pupils show a greater independence in preparation for secondary school by researching their own chosen artist and creating a piece of art formed from sketchbook ideas and artist research, demonstrating independent skills and knowledge of materials to use paint and painting techniques to fulfil their personal artistic intentions.
	Knowledge of artists		
	Evaluating and analysing		

Sculpture and 3D			
Year group	**Strands**	**In this unit, pupils will be:**	**Rationale**
Reception Creation Station	Generating Ideas Sketch Books	Exploring and understanding clay and playdough through manipulation and experimentation; developing small motor skills and using tools. They will create natural 3D landscape pictures using	Pupils will be invited to explore clay and manipulate it in a variety of ways to develop their fine motor skills. They will continue this journey by creating shapes – rolling and squashing etc- with playdough and safely begin to use tools to help. Children will have the opportunity to collect natural

	Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	found objects. Looking at the shapes and patterns in clay animal sculptures; designing their own animal sculpture, considering how they will create it in clay.	resources to create a landscape picture. With all the skills they have developed, they will create an animal sculpture, taking care of some features that may be tricky to manipulate and to use the skills of problem solving.
Year 1: **Paper Play**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Creating simple three-dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of French artist - **Louise Bourgeois.**	Building on from developing fine motor skills and using tools for manipulation, for example when modelling with playdough in EYFS, pupils in Year 1, learn to change paper from 2D to 3D by folding, rolling and scrunching it. Skills which are built upon further in the Year 2 DT Unit – Baby Bears Chair - and the Year 3 DT Unit - Castles - when pupils begin to develop their understanding of structures. Pupils continue to develop skills such as measuring materials, cutting and joining to create a 'Tree of life'. They begin to use precise vocabulary to explain to others which shapes they have used and why. Working successfully with others through our school value of collaboration, pupils create different parts of a sculpture based on the 'Maman' spider sculpture (1999) by the French artist, **Louise Bourgeois.** Finally, pupils must demonstrate sustained effort over time through our school value of resilience by painting with good technique, ensuring good coverage on their 3D sculpture.
Year 2: **Clay Houses**	Generating Ideas Sketch Books Making Skills (Including formal elements)	Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	Children build upon their prior knowledge of joins by knowing that pieces of clay can be joined using the 'scratch and slip' technique and refer back to their drawing unit about lines to understand how lines can be used to fill shapes, to make outlines and to add detail or pattern.

	Knowledge of artists Evaluating and analysing		Having learned about the sculpture of British artist **Rachel Whiteread**, the children will experiment with working positively into a clay surface and develop an understanding of 'negative space'. Pupils make links to DT by generating, developing, modelling and communicating their ideas through talking and drawing. They will also build upon prior learning from their drawing unit where they used different representation of line e.g. cross hatching, stippling, scribbling etc. The end outcome will be to create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.
Year 3: Abstract shape and space	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists	Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Pupils start by referring to their prior mathematical knowledge of 3D shapes and making 3D shapes from 2D shapes. They also make cross curricular links to DT by using their knowledge of how to strengthen, stiffen and reinforce more complex structures using 3D shapes thus helping to strengthen the neurological pathways. During this unit, pupils study the abstract English sculptor – **Antony Caro** – who helped design the Millenium Bridge across the river Thames in London. Pupils take inspiration from Antony Caro, to design their own sculpture on a larger scale and draw upon the skills used when they created their spider sculpture in Year 1 e.g. rolling paper tightly and moving on in Year 3 to thinking about 'joins'. Pupils also build upon their understanding of negative spaces from Year 2 when they press into clay to make negative spaces. They explore positive and negative shapes further and identify these shapes in other artwork and sculptures. Applying what they have learned about abstract sculpture, pupils will construct their own artwork inspired by playground equipment. This sculpture will be later referred to in Year 6

	Evaluating and analysing		when pupils design a playground, thinking about measurements, stability and aesthetics for a particular audience. Finally, pupils compare and analyse sculptures by different artists (Antony Caro and **Ruth Asawa**, an American artist of Japanese descent), evaluating and adding detail to their own finished artworks. Pupils will use the terms 'geometric' and 'organic' from their Year 3 'drawing topic' alongside new vocabulary when evaluating their own and others work.
Year 4: **Mega Materials**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as **Barbara Hepworth** and **Sokari Douglas-Camp** and creating their own sculptures.	Pupils build upon their prior KS1 knowledge of rolling and folding and their Year 3 knowledge to create 3D shapes by using more complex techniques to shape materials. Referring to the works of British artist, **Barbara Hepworth**, children use a variety of tools to carve a piece of soap into a sculpture. Within this unit, pupils are introduced to wire by following one of two templates; children work with wire, bending and twisting it to create the form of a fish, using smaller pieces of wire to add features. They further develop their understanding of joins by learning to 'twist' and 'loop'. Building upon their DT knowledge of structures, they add additional details for stability and aesthetics. Pupils also look at the work of Spanish artist, **Jaume Plensa** who makes sculptures to be displayed in public places. They are provided with the opportunity to develop their spoken language by making comparisons of their own work to the work of Jaume Plensa. Pupils move on to look at the work of **Sokari Douglas Camp** – a Nigerian sculpturer - and make links to their PSHE unit – Living in the Wider World by considering how to reuse and recycle materials.

			They will build upon their understanding of significant aspects of history in the wider world when they study Sokari's sculpture: this sculpture depicts life-size figures dressed to represent a timeline of trans-Atlantic slave trade. Using the work of Sokari Douglas Camp, the pupils will convey the school values and other important values by creating a shadow sculpture using typography whilst also using themselves as part of an active sculpture. Taking inspiration from the work of Ghanian sculptor, **El Anatsui**, children explore different ways to join materials, showing they have made considered choices and create their own 3D piece using materials destined for recycling.
Year 5: Interactive Installation	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	Within this unit, pupils learn that an art installation is often a room or environment in which the viewer 'experiences' the art all around them. Pupils will build upon their Year 2 knowledge when they were introduced to **Kim Soon-im** and further understand an art installation is a medium sometimes used to communicate a message. They will use their oracy skills to discuss the features and evaluate this art genre. Referring back to their prior knowledge of scale in Year 3 (Painting and mixed media) pupils build upon this further by learning about the installation work of artist **Cai Guo-Qiang** – a Chinese pyrotechnical artist - considering the display space and scale of an artwork and creating a scaled-down version of an installation similar to Guo-Qiang's gunpowder drawings. Throughout this unit, pupils continue to demonstrate the school value of resilience and the mathematical concept of problem solving by considering how ordinary spaces can be transformed and trying alternative solutions as they construct their artwork. Pupils are able to demonstrate they are considering more than one option when working on their

			installation piece; making choices about materials used and arrangement of the object in the space. Finally, pupils will create an installation and describe how it conveys a particular concept or message. They will be able to use oracy skills to justify choices made, and use a sketch book plan to explaining how they would improve the viewer experience.
Year 6: **Making Memories**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.	Pupils begin by analysing how art can be a part of our identity: they use the work of other artists to consider how art can be used to express memories and self. Linking to our school values, pupils evaluate how someone perceives themselves and what influences have made them who they are. Using artists whose themes of personal memory, experiences, culture and identity are the subject of their artwork, pupils learn about the work of: British-Nigerian artist, **Yinka Shonibare**, American sculptor, **Judith Scott** (who they have studied previously in Year 1) and British, visual artist, **Nicola Anthony**. As a celebration of their journey through primary school, pupils develop memories of their time at primary school into abstract relief cardboard sculptures inspired by American sculptor, **Louise Nevelson**. They also draw upon prior knowledge of imagery, shapes and colour. Using their sketchbook to test and develop ideas, children create ideas for a memory – box sculpture, drawing upon artist inspiration. Finally, they will evaluate and refine their artwork, selecting appropriate tools and materials.

Craft and Design			
Year group	**Strands**	**In this unit, pupils will be:**	**Rationale**

Reception **Let's get crafty.**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Developing confidence with scissor skills; exploring the differences when cutting a range of materials. Building small motor skills when threading a range of materials in different ways. Exploring techniques for joining paper and card; using a range of tools and equipment; making choices about which technique to use. They will be learning to fold, cut and curl paper to make colourful paper snakes. Pupils will be refining drawing and colouring skills to create a design for a tissue paper flower.	Children will explore paper craft in a variety of ways. First, they will develop their confidence by improving their cutting skills using a range of textured materials of different thicknesses and types of lines. Continuing to develop their fine motor skills, they will be threading a variety of items to create a pattern. The pupils will learn about the different ways in which we can join materials together with items like tape and split pins will practise these techniques, before manipulating paper by rolling and curling to create paper snakes. To continue their journey with paper crafts, they will design a tissue flower before making it using a variety of techniques like scrunching.
Year 1: **Woven wonders**	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	Learning fibre art skills such as plaiting, threading, knotting, and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.	Pupils begin by recalling a papercraft activity from EYFS and learn how art can be made in different ways. Next pupils will take inspiration from American fibre artist, **Judith Scott**, combining wool of different colours to wrap objects. They will make links to maths and measurement where they will be required to measure the wool before wrapping it. Building on from this, they will analyse the features of 3D work by Chilean poet and artist **Cecilia Vicuña** and explore possibilities with thread when plaiting, knotting, and threading. Pupils will also learn to follow steps in a process, and they will learn to weave, comparing their work to that of other artists. Finally, they combine fibre art skills learned during the unit and create a finished weave on their box looms. Throughout this unit, pupils will be encouraged to use the school value of resilience by continuing try even if something doesn't work first time.
Year 2: **Map it out**	Generating Ideas	Responding to a design brief, children create a piece of art that represents their	Building upon their Year 1 and 2 geographical knowledge, pupils will be studying maps as a stimulus for drawing and

	Sketch Books Making Skills (Including formal elements) Knowledge of artists Evaluating and analysing	local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.	devising their own map. In order to reduce cognitive overload, pupils will use their recent geographical learning about Dartford and ideas from their local area walk, to recall key features of Dartford to use as inspiration for their map. During this unit, pupils learn to make their own felt, using techniques from Year 1, to create similarity to their map square. They look at the South Korean artist, **Kim Soon-im** for inspiration and her art installation, 'Dove boy', which is partly made from felt. Pupils move on to exploring shapes, colour, forms and mark-making to create abstract artwork inspired by the work of the German artist, **Josef Albers**. Finally, pupils evaluate the success of their collaborative and individual artwork against the original design brief; making choices about how to organise and display their artwork in a classroom gallery.
Year 3: Ancient Egyptian Scrolls	Generating Ideas Sketch Books Making Skills (Including formal elements) Knowledge of artists	Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	To reduce cognitive overload and embed learning in the long-term memory, pupils will build upon their prior historical learning and study Ancient Egyptian art as a stimulus, investigating the style, pattern and characteristics of this art, learning about how and why it was created. Pupils will be given opportunities to design their own scroll, making a modern-day version using papyrus style paper. They will apply drawing and painting skills in the style of an ancient civilisation producing a selection of sketches that show idea exploration and experimentation of drawing techniques and compositions. They will use knowledge from their previous painting and mixed media unit in Year 3 and consider tinting and shading to mix and use colours appropriate to the style of work.

	Evaluating and analysing		Finally, pupils will create 'zines' with a clear subject, demonstrating their understanding and sharing images and information for an audience.
Year 4: Fabric of nature	Generating Ideas	Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.	Cognitive overload is reduced by pupils using their geographical knowledge of the Amazon rainforest from Year 3 and explore how drawing can develop ideas for pattern design. They take inspiration from the American artist, **Ruth Daniels** and the Sri-Lankan painter, **Senaka Senanayake.** Pupils learn about the British craftsman - **William Morris** - and use his work as inspiration alongside the work of **Megan Carter**, a British pattern designer. Pupils use sketchbook work, experimenting with batik as a textile technique to develop a pattern. To further embed information in the long-term memory, children will also virtually visit the V&A museum to learn about William Morris' block printing.
	Sketch Books		
	Making Skills (Including formal elements)		
	Knowledge of artists		
	Evaluating and analysing		
Year 5: Architecture	Generating Ideas	Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and if there is scope to change and improve them.	Using their geographical knowledge of maps, pupils learn to 'become an architect' using plan view and front elevation view in their design. They learn about the work of architect, **Zaha Hadid** (an Iraqi-British architect); designing a futuristic and unique school building by considering a design brief; justifying design choices when evaluating. Pupils build upon their observational skills when they used view finders to study areas in detail to now sketching a house from second-hand observation, using basic shapes to place the key elements to form the composition. They observe closely to draw details accurately and measure features roughly to work out proportion; evaluating as they draw; willing to make adjustments.
	Sketch Books		
	Making Skills (Including formal elements)		
	Knowledge of artists		

			Pupils study the Austrian, visual artist and architect, **Friedensreich Hundertwasser** to develop their design ideas through sketch book research. Finally, pupils learn what monuments are and design their own, reflecting something important to them and evaluate how successfully their monument conveys meaning. Pupils will take inspiration from monuments closely linked to their previous or future learning in History e.g. Millicent Fawcett, a British suffragette; the Great Sphinx of Giza.
	Evaluating and analysing		
Year 6: **Photo opportunity**	Generating Ideas	Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.	Pupils begin by applying their previously learnt understanding of composition to create an effective photomontage advertising poster. They create a photomontage inspired by German artist - **Hannah Hoch** and British artists - **Chris Plowman** and **Graham Holland** to create a design brief. To reduce cognitive overload, children use ideas already familiar to them e.g. the kitchen, toys etc. Next, they use macro photography and the work of American photographer, **Edward Weston** to create abstract photographic art based on fruit and vegetables. Pupils make design decisions to compose and edit an interesting photographic composition for a music album cover. They look at the work of the Ghanian photographer, **Derrick. O. Boateng** who is passionate about his culture and capturing the joy and energy around him. They use his work to inspire their own design brief. Finally, pupils build upon their observation and proportion knowledge by using a grid method to recreate self-portraits in a photorealistic style.
	Sketch Books		
	Making Skills (Including formal elements)		
	Knowledge of artists		
	Evaluating and analysing		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		**Drawing:** Make your mark (omit lesson 3) **Painting and mixed media:** Colour splash		**Craft and design:** Woven wonder		**Sculpture and 3D:** Paper play
Year 2		**Drawing:** Tell a story (omit lesson 3) **Painting and mixed media:** Life in colour		**Craft and design:** Map it out (omit lesson 4)		**Sculpture and 3D:** Clay houses
Year 3		**Drawing:** Growing artists (omit lesson 3)		**Craft and design:** Ancient Egyptian scrolls		**Sculpture and 3D:** Abstract shape and space

		Painting and mixed media: Prehistoric painting (omit lesson 5)				
Year 4		**Drawing:** Power prints (omit lesson 1) **Painting and mixed media:** Light and dark		**Craft and design:** Fabric of nature		**Sculpture and 3D:** Mega materials (omit lesson 4)
Year 5		**Drawing:** I need space **Painting and mixed media:** Portraits		**Craft and design:** Architecture (omit lessons 1 and 2)		**Sculpture and 3D:** Interactive installation
Year 6		**Drawing:** Make my voice heard **Painting and mixed media:** Artist study (omit lesson 3)		**Craft and design:** Photo opportunity (omit lesson 4)		**Sculpture and 3D:** Making memories

Progression of Skills

The key skills and concepts are revisited repeatedly with increasing complexity in a spiral curriculum model. This allows children to build on their previous learning. The progression of skills document shows the skills that are taught within each year group and how these skills develop to ensure the attainment is securely met by the end of each key stage.

Vocabulary

Children are introduced to new vocabulary within each topic and this is taught explicitly. Vocabulary is displayed within the classroom and within Knowledge Organisers that children have in their books at the beginning of each unit taught.

Impact

Assessment within Art

How do we know that the curriculum is having a positive impact on pupils' learning?

Ongoing assessment for learning within a lesson ensures that children are involved in the evaluation, dialogue and decision making about the quality of their work and the improvements to be made.

Formative and summative assessment is used. Within each lesson, teachers assess children against the learning intention. Using the outcome snapshots as an assessment guide, teachers identify children who have a secure understanding or who are working at a greater depth.

We want our children to:

- Produce creative work, exploring these ideas and experiences
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using subject language
- Know about great artists and historical and cultural development in their art
- Meet end of key stage expectations outlined in the National Curriculum

Assessing Pupils' Understanding

The art curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey and have a growing understanding of how to improve.

The impact of the art scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

Supporting the Least Able Pupils in Art

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Adaptations are used where necessary to ensure lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary. Some of the adaptations used in art are listed below:

- Audio or visual recordings of information pre-recorded , expert videos and demonstrations available
- Mixed ability pairings / groupings
- Kagan strategies
- Visual representations of ideas
- Real and existing products
- Word banks
- Slow release of information

Supporting EAL pupils in

- Good use of visual material to support new ideas and vocabulary
- Kagan strategies/ Thinking Time
- Concrete and interactive introductions
- Teacher modelling, videos and children practising the skills.
- Differentiate the questioning by language used rather than cognitive demand
- Pre teach opportunities
- Chunking information that focus on key words and short phrases

CPD and supporting staff expertise

As a school, we have found that in the past, some teachers have not enjoyed teaching art because they lack the skills and knowledge to teach the subject therefore, our art scheme ensures our teachers are supported and have tools and resources to deliver great art lessons. Our scheme of work supports teachers who may lack confidence in their own artistic abilities. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD ensuring staff feel supported to deliver lessons of a high standard which in turn, ensures pupil progression. The scheme also includes pupil videos created by subject specialists to help pupils see art techniques modelled by experts, to ensure the delivery of Art is of the highest quality.

We will be encouraging our pupils to show off their work through the use of our developing art gallery and each term we want to encourage our teachers to 'show off' their pupils sketch books and talk about art and design skills developed.

Extra-curricular and enrichment activities

We are part of a community cohesion project each year where the pupils make lanterns to be paraded around Dartford as part of the 'Festival of lights' and 'St George's Day' parade. We also take part in art projects such as the Queen's jubilee where children from across the school drew portraits of the late Queen Elizabeth. These were then put on display at a local art gallery. An art club is also offered as an extra-curricular activity to inspire children and develop their art skills.