



Art & Design



Our aim at Penponds School is to ensure that all children are inspired to create high-quality Art & Design equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

We believe that Art & Design should be about engaging, inspiring and challenging pupils to produce creative pieces of work, explore their ideas, record their experiences, evaluate and analyse. In addition, we will ensure all our children know how Art & Design has shaped our local history and the contribution to our local environment and variety of the nation.

Our curriculum enables all children to experience rich planned Art and Design experiences. We ensure that all children learn about Art & Design through a variety of mediums. We use our outdoor environment, local and global artists and different mediums to provide the children with the fundamental skills they will use within their lives and to help them understand the impact of Art & Design within the world they live.

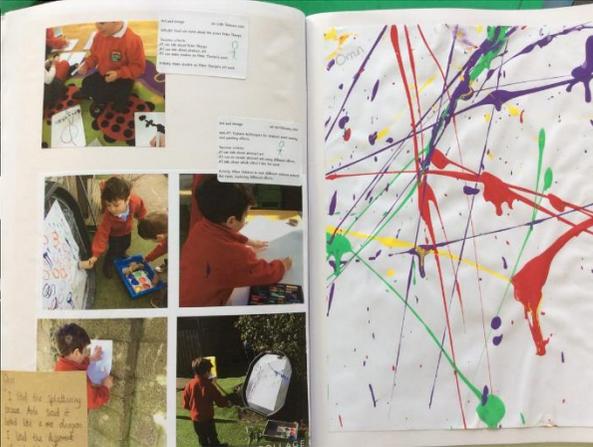
In Art & Design lessons children will produce creative work, exploring their ideas and recording their experiences, learn craft and design techniques building on prior understanding and skills across each year group, understand the historical and cultural development of art forms and their impact on today's society.

The Art & Design Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for Art & Design including following the school's robust system for monitoring and assessing Foundation subject Art & Design.

Cornwall has a rich artistic heritage with some of Britain's most influential artists having based themselves here. The art curriculum intends to teach children about Cornwall's place in the artistic world as well as exposing them to the work of many great artists.

Developing Young Artists

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Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>Our aim for the Art and design curriculum is for children to learn about and be inspired by the work of artists, architects and designers as a starting point to developing their own ideas.</p> <ul style="list-style-type: none"> • Our broad and balanced curriculum is designed to develop knowledge, understanding and skills that are progressive as well as transferable to further education and beyond. • Our children will develop a wide range of art and design techniques and skills in using colour, pattern, texture, line, shape, form and space. They will use a range of tools and materials. • Our children will be equipped with the vocabulary that they need to become artists and ask questions about our world. • Our children will learn about the work of artists, craft makers and designers, describing the different practices and disciplines and making links to their own work. • Our children will be given the opportunities to explore their own drawing, painting and sculpture to develop and share their ideas, experiences and imaginations, to produce individual and group pieces of work. 	<p>To ensure that high quality Art & Design is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 6.</p> <ul style="list-style-type: none"> • Medium term plans are regularly reviewed by subject leaders and teachers to ensure that topics remain engaging and exciting to the children. • Art & Design lessons are planned through termly topics with a focus on knowledge, understanding and skills. • Art & Design lessons have the opportunity to explore and respond to artistic ideas, use a range of materials, evaluate their work and the work of others and, to develop control and expertise of skills and techniques. This may, in some cases, be through the children's sketch books rather than direct teaching. • The subject leader works closely alongside teachers to ensure that knowledge, understanding and skills within Art & Design lessons are progressive through the school. • Children will use resources to support their learning, for example: visits to local galleries, visits from local artists. • Our monitoring system, which includes planning scrutiny, book looks, subject coverage checks, lesson observations and pupil conferencing will enable the curriculum leaders to check coverage and progression. 	<ul style="list-style-type: none"> • Children will be able to talk about being an artist. They will be able to talk about the skills and techniques they have learnt and relate this to their own pieces of art and design, reflecting on the progress they have made. • Children will be able to talk about Art & Design and use subject specific language to discuss what they have learnt. They will be able to evaluate their own work and that of others in order to learn from their experiences. • Evidence will show progress in knowledge and skills from the beginning of a topic to the end. <p>Children will feel inspired and curious about Art & Design and want to find out more about it in their world.</p> <ul style="list-style-type: none"> • Children will be aware of great artists, craft makers and designers and understand the historical development of art forms. • Children's progress in Art & Design is tracked using the skills progression assessment grids. Any areas of development will have been identified <p>Children will be proud of their art work and will have had the opportunity to present their work to the local community at celebrations such as Trevithick Day or a pop up art gallery.</p>

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Skills and knowledge components: Progression document building from previous year's learning

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	<p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Use a range of textile equipment including beads and fabric/thread for sewing.</p> <p>Malleable materials.</p>	<p>Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.</p> <p>Simple dyeing techniques including tie dying, and printing.</p> <p>Work with a range of paints including powder, ready mix and block.</p> <p>Malleable materials.</p>	<p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p>	<p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Introduce tints and stains to paint work.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p>	<p>Experiment with working on different surfaces.</p> <p>Different textures (laminating, modroc, collage.)</p> <p>Natural materials to create sculptures.</p> <p>Acrylic paints. Oil pastels. Charcoal.</p>	<p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Different textures and consistencies of paint.</p> <p>Collaborative work.</p> <p>Large-scale drawings and paintings.</p> <p>Large-scale models and sculpture.</p> <p>Art in public sphere.</p>
Expression and Imagination	<p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p>	<p>Respond to a range of stimuli.</p>	<p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p>	<p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other</p>	<p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have?</p>	<p>Use Art to express an abstract concept e.g war, love, creation.</p> <p>Continue to use their sketchbooks to build up ideas and techniques that support</p>

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	Begin to draw what is in front of them.	Begin to give reasons for choice of materials and colours. Begin to look at different artists' work and attempt own interpretations of the style and technique.	Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.	curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.	Begin to build up a portfolio of their work.	thinking through a topic or concept. Continue with their portfolios.
Techniques	<p>Explore line and mark making in different ways.</p> <p>Work with a variety of different brushes.</p> <p>Threading and using a needle to create a stitch.</p> <p>Colour mixing.</p> <p>Use a range of tools (sponges, fabric) to begin to experiment with texture.</p> <p>Manipulating clay using fingers and tools.</p>	<p>Practise a variety of methods for dyeing material.</p> <p>Explore shading with a pencil.</p> <p>Creating light and dark colours by tinting.</p> <p>Explore pattern through printing and stamping.</p> <p>Create work using natural materials to develop skills on texture.</p>	<p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Variety of stitching techniques (running, stabbing)</p> <p>Draw outlines with reference to size and shape.</p>	<p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils and pen work to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p>	<p>Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.)</p> <p>Continue to experiment with the techniques of different artists.</p> <p>Practice skills to create different surfaces.</p> <p>Develop sculpture techniques by manipulating natural materials to create a structure.</p>	<p>Use viewfinders and perspective techniques in composition.</p> <p>Apply paint to show textures.</p> <p>'Limited palette' work. Working with one colour and developing work using tints and shades.</p> <p>Construct scale models using joining and drawing techniques.</p> <p>Combine techniques and give reasons for choices.</p>

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Artists	<p>Explore a range of work by other artists, craft makers and designers.</p> <p>Be able to give their opinion and say why they like/dislike the work of other artists.</p> <p>Use a piece of artwork as a starting point for their own work.</p>	<p>Continue to explore and be exposed to work by other artists and designers.</p> <p>Be able to describe the similarities and differences between pieces of work by other artists.</p> <p>Work alongside an artist in order to make links to their own work.</p> <p>To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work.</p>	<p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p>	<p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>Use the work of a famous artist as a stimulus for their own work.</p> <p>Use other artists work as a basis for critique.</p> <p>Research and develop the techniques of other artists to use in own work.</p> <p>Be introduced to the work of great designers through history.</p> <p>Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently</p>	<p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the work of designers through history.</p> <p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as the The Angel of the North; Anish Kapoor; Grayson Perry; M5 'Wicker Man'; London Olympics Opening Ceremony)</p>
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We are artists

Agreed teaching principles for Art:

- A wide variety of materials are provided
- Learning based on the work of artists, style of art and concepts is most powerful
- High quality modelling is key to the teaching process
- Building skill and knowledge will progress with repeated practice
- Providing a safe space for creative exploration is essential
- Time to evaluate and respond to their own and other's work is a key self-assessment tool
- Teacher assessment opportunities are guided by the progression documents and taught objectives
- Humanities and English led art outcomes provide purpose

Teaching Approaches and use of sketchbooks:

- The use of high quality sketchbooks for practice, planning, designing
- Teaching of key vocabulary and definition check.
- Each lesson will begin by looking at artwork by the focused artist. Children will be encouraged to highlight key features and techniques used by the artist.
- 5 minute warm up in sketch books related to the taught process, key feature or technique identified for that session
- Sketchbooks to be taken on trips, where appropriate, to bring opportunity for practising artistic skills across the curriculum
- 5 minute "draw what you see", "draw how you feel"
- Art lessons teach specific planned knowledge and skills as outlined in the progression documents.

To be an artist I need to -

Know that artwork is made up of different elements, often used together to make a final piece of art.

Explore using a wide range of techniques in using the elements colour, pattern, texture, line, shape, form (3D), value (light) and space

Have a 'Have another go until you're happy' attitude and be a 'Risk Taker'

Be reflective on own and other's work and think about how to make changes to keep improving.

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Foundation Stage – Reception - some of the wonderful things we do in Art (EAD) at Penponds:

- Complete ‘Rainbow Challenges’ for all areas of learning (challenges during continuous provision) which allow children to practice the Art skills and knowledge components. E.g Printing using 3d shapes in maths, creating nursery rhyme puppets in literacy.
- Have access to art resources during continuous provision to use independently.
- Explore a range of artists and movements.
- Explore and create artwork linking to celebrations and festivals including Diwali, Christmas and bonfire night.
- Experiment with a variety of tools and resources including paintbrushes varying in size, rollers, stamps, printing tools, powder paint etc.
- Create Pop Art Superhero logo in the style of Andy Warhol.
- Create observational insect drawings.
- Create abstract seascape art inspired by Tracey Hunter.

Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

	Autumn – Superheroes Assemble (PSED/RE- people and communities)	Spring – Let’s Crawl (Science- weather, wildlife, habitats & growing)	Summer – On the Move (History/Geography/Seaside Cornwall)
Art and Design- Expressive Arts and Design	<p>Able to mix primary colours to make secondary colours</p> <p>Mix primary colours to appropriate consistency</p> <p>Use pre-made paints and are able to name colours</p> <p>Can hold a paintbrush using a tripod grip</p> <p>Can hold a paintbrush in the palm of their hand</p> <p>Can use thick brushes</p> <p>Can use thin brushes to add detail</p> <p>Can independently select additional tools (stamps, rollers etc) to improve their painting</p> <p>Create patterns or meaningful pictures when printing</p>	<p>Makes marks. Draws circles and lines.</p> <p>Children are able to draw things that they observe</p> <p>Draws with detail (bodies with sausage limbs and additional features)</p> <p>Draws bodies of an appropriate size for what they’re drawing</p> <p>Draws faces with features and draws enclosed spaces, giving meaning</p> <p>Draws potato people (no neck or body)</p> <p>Children are able to draw simple things from memory</p>	<p>Makes marks. Draws circles and lines.</p> <p>Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</p> <p>Draws with detail (bodies with sausage limbs and additional features)</p> <p>Children are able to draw things that they observe</p> <p>Colour matching to a specific colour and shade</p> <p>Print with large blocks and larger sponges</p>

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<p>Print with small blocks, small sponges, fruit, shapes and other resources Print with large blocks and larger sponges</p> <p>Creates their own piece of art Creates their own piece of art and begins to self-correct any mistakes Creates their own piece of art and gives meaning Children work independently to develop basic skills Enjoys using hands, feet and fingers to paint Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Choose a piece of paper from a selection of 2/3 colours One piece of paper provided to child</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc Use one handed tools- for example scissors to make snips in paper, hole punch etc Use scissors to cut paper in half. Use scissors to cut round a shape.</p>	<p>Creates their own piece of art Creates their own piece of art and begins to self-correct any mistakes Creates their own piece of art and gives meaning Children work independently to develop basic skills Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Choose a piece of paper from a selection of 2/3 colours One piece of paper provided to child</p> <p>Clay minibeasts Manipulates clay (rolls, cuts, squashes, pinches, twists...) Makes marks in clay Explores clay Begins to paint on other materials – card, fabric, clay Returns to work on another occasion to edit and improve</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc</p>	<p>Print with small blocks, small sponges, fruit, shapes and other resources Create patterns or meaningful pictures when printing Add white or black paint to alter tint or shade Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) Creates their own piece of art Creates their own piece of art and begins to self-correct any mistakes Creates their own piece of art and gives meaning Children work independently to develop basic skills Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...) Choose a piece of paper from a selection of 2/3 colours One piece of paper provided to child</p> <p>Physical development- Explore a range of tools e.g. spoons, spades, paintbrushes etc</p>
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Sticky Knowledge	To have an awareness of Andy Warhol.	To have an awareness of Lucy Arnold.	To have an awareness of Tracey Hunter.

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Year 1/2 Year A – some of the wonderful things we do in Art and Design at Penponds

- Children will explore the paintings by the Newlyn School and create Aboriginal artwork
- Create collages and photographs inspired by nature
- Learn the skills of the sculptor Barbara Hepworth and carve their own sculptures

Year 1/2 - Yearly Overview Year A – National Curriculum and Skills and knowledge components: Progression document coverage

Art and Design	<p>PAINTING Newlyn school of Art Aboriginal dot paintings Seascapes with figures and boats Dot painting</p> <p>NC objectives To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 To know 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>DRAWING AND COLLAGE Mark Herald Ansel Adams Observational drawing and photography (close ups) Birds in nature background</p> <p>NC objectives To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To know 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>SCULPTURE Barbara Hepworth Sculptures in clay and soap</p> <p>NC objectives To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 To know 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>Sticky Knowledge: Colour wheel detailing how to make secondary colours Information about a key artist</p>	<p>Sticky Knowledge: Define what a collage is Information about a key artist</p>	<p>Sticky Knowledge: Define what a sculpture can be Information about a key artist</p>

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Skills Components:

Year 1

Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
Create Art from imagination.
Create a piece of Art that is responding to an experience.
Begin to draw what is in front of them.
Explore line and mark making in different ways.
Work with a variety of different brushes.
Colour mixing.
Use a range of tools (sponges, fabric) to begin to experiment with texture.
Explore a range of work by other artists.
Be able to give their opinion and say why they like/dislike the work of other artists.
Use a piece of artwork as a starting point for their own work. **Year 2**
Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.
Work with a range of paints including powder, ready mix and block.
Respond to a range of stimuli.
Begin to give reasons for choice of materials and colours.

Skills Components:

Year 1

Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
Malleable materials.
Create Art from imagination.
Create a piece of Art that is responding to an experience.
Begin to draw what is in front of them.
Explore line and mark making in different ways.
Work with a variety of different brushes.
Colour mixing.
Use a range of tools (sponges, fabric) to begin to experiment with texture.
Explore a range of work by other artists, craft makers and designers.
Be able to give their opinion and say why they like/dislike the work of other artists.
Use a piece of artwork as a starting point for their own work.

Year 2

Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.

Skills Components:

Year 1

Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.
Malleable materials.
Create Art from imagination.
Create a piece of Art that is responding to an experience.
Begin to draw what is in front of them.
Explore line and mark making in different ways.
Use a range of tools (sponges, fabric) to begin to experiment with texture.
Manipulating clay using fingers and tools.
Explore a range of work by other artists, craft makers and designers.
Be able to give their opinion and say why they like/dislike the work of other artists.
Use a piece of artwork as a starting point for their own work.

Year 2

Malleable materials.
Respond to a range of stimuli.
Begin to give reasons for choice of materials and colours.

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Begin to look at different artists' work and attempt own interpretations of the style and technique.
Creating light and dark colours by tinting.
Continue to explore and be exposed to work by other artists and designers.
Be able to describe the similarities and differences between pieces of work by other artists.
To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work

Work with a range of paints including powder, ready mix and block.
Respond to a range of stimuli.
Begin to give reasons for choice of materials and colours.
Begin to look at different artists' work and attempt own interpretations of the style and technique.
Explore shading with a pencil.
Creating light and dark colours by tinting.
Explore pattern through printing and stamping.
Create work using natural materials to develop skills on texture.
Continue to explore and be exposed to work by other artists and designers.
Be able to describe the similarities and differences between pieces of work by other artists.
Work alongside an artist in order to make links to their own work.
To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work

Begin to look at different artists' work and attempt own interpretations of the style and technique.
Create work using natural materials to develop skills on texture.
Continue to explore and be exposed to work by other artists and designers.
Be able to describe the similarities and differences between pieces of work by other artists.
To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work

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Year 1/2 Year B – some of the wonderful things we do in Art and Design at Penponds

- Children create rainforest compositions inspired by Henri Rousseau
- Children are inspired by Hubble telescope images and light installations by Yagoi Kusma to create abstract paintings
- Children learn the process of printmaking using press plates

Year 1/2 - Yearly Overview Year B – National Curriculum and Skills and knowledge components: Progression document coverage

Art and Design	<p style="text-align: center; margin: 0;">DRAWING AND PAINTING</p> <p style="margin: 5px 0 0 0;">Henri Rousseau Beatriz Milhazes Children develop rainforest compositions using painting and drawing based on the paintings by Henri Rousseau and Beatriz Milhazes.</p>	<p style="text-align: center; margin: 0;">PAINTING AND COLLAGE</p> <p style="margin: 5px 0 0 0;">Peter Thorpe Yagoi Kusma Hubble space images Children develop ideas through experimental mark making and painting to create space collages.</p>	<p style="text-align: center; margin: 0;">PRINTING</p> <p style="margin: 5px 0 0 0;">Charles Knight Edward Lear Kate Watkins Children develop observational drawings into ideas for simple mono-printing and press plate prints. http://gomersalprimaryschoolart.blogspot.com/2016/01/year-3-fossil-printing.html</p>
	<p style="margin: 0;">NC objectives: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,</p>	<p style="margin: 0;">NC objectives: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,</p>	<p style="margin: 0;">NC objectives: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

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<p>pattern, texture, line, shape, form and space</p> <p>To know 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>pattern, texture, line, shape, form and space</p> <p>To know 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>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To know 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>Sticky Knowledge</p> <p>Information about Rousseau and Milhazes</p> <p>Formal elements and definition e.g. line, tone, shade, tint, colour</p>	<p>Sticky Knowledge</p> <p>Information about Thorpe and Kusma</p> <p>Examples of mark making (scraping, zig-zag, cross hatching, intaglio)</p>	<p>Sticky Knowledge</p> <p>Information about Lear, Knight and Watkins</p> <p>Simple guide to make a press print</p>
<p>Components:</p> <p>Year 1</p> <p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p> <p>Begin to draw what is in front of them.</p> <p>Explore line and mark making in different ways.</p>	<p>Components:</p> <p>Year 1</p> <p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Create Art from imagination.</p> <p>Create a piece of Art that is responding to an experience.</p> <p>Begin to draw what is in front of them.</p> <p>Explore line and mark making in different ways.</p>	<p>Components:</p> <p>Year 1</p> <p>Explore and understand the impact of materials including hard and soft pencils, wet and dry paper, paint and ink.</p> <p>Begin to draw what is in front of them.</p> <p>Explore line and mark making in different ways.</p> <p>Work with a variety of different brushes.</p> <p>Colour mixing.</p> <p>Use a range of tools (sponges, fabric) to begin to experiment with texture.</p>

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Work with a variety of different brushes.
 Colour mixing.
 Use a range of tools (sponges, fabric) to begin to experiment with texture.
 Explore a range of work by other artists, craft makers and designers.
 Be able to give their opinion and say why they like/dislike the work of other artists.
 Use a piece of artwork as a starting point for their own work.

Year 2
 Introduce chalk and pastels alongside other drawing materials to broaden range of drawing techniques.
 Simple dyeing techniques including tie dying, and printing.
 Work with a range of paints including powder, ready mix and block.
 Respond to a range of stimuli.
 Begin to give reasons for choice of materials and colours.
 Begin to look at different artists' work and attempt own interpretations of the style and technique.
 Practise a variety of methods for dyeing material.

Work with a variety of different brushes.
 Threading and using a needle to create a stitch.
 Colour mixing.
 Use a range of tools (sponges, fabric) to begin to experiment with texture.
 Explore a range of work by other artists, craft makers and designers.
 Be able to give their opinion and say why they like/dislike the work of other artists.
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 Begin to look at different artists' work and attempt own

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 Begin to give reasons for choice of materials and colours.
 Begin to look at different artists' work and attempt own interpretations of the style and technique.
 Explore shading with a pencil.
 Creating light and dark colours by tinting.
 Explore pattern through printing and stamping.
 Create work using natural materials to develop skills on texture.

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	<p>Explore shading with a pencil. Creating light and dark colours by tinting. Explore pattern through printing and stamping. Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work</p>	<p>interpretations of the style and technique. Explore shading with a pencil. Creating light and dark colours by tinting. Explore pattern through printing and stamping. Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. Work alongside an artist in order to make links to their own work. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work</p>	<p>Continue to explore and be exposed to work by other artists and designers. Be able to describe the similarities and differences between pieces of work by other artists. Work alongside an artist in order to make links to their own work. To look at artists through history, contemporary artists, designers and architects and begin to form opinions about the variety of work</p>
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Art & Design



Art & Design

Year 3/4 Year A– some of the wonderful things we do in Art and Design at Penponds

- Children explore and replicate their own version of Egyptian art.
- Children complete observational drawings of Egyptian artifacts.
- Children design and make a cartouche, looking carefully at hieroglyphs and symbols.
- Children explore a selection of sculpture artists work and study human form in art.
- Children create their own sculpture in the style of Giacometti, using mod-roc, wire and foil.
- Children make observational drawing, exploring line and illustration techniques.
- Children create their own page for a special book, using manuscript illumination.

Year 3/4 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

<p><u>Art and Design</u></p>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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] ☑ about great artists, architects and designers in history. 	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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] ☑ about great artists, architects and designers in history. 	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</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] ☑ about great artists, architects and designers in history.
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Art & Design

	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • In Ancient Egyptian Art, they mostly used the colors blue, black, red, green, and gold in their paintings. • Cartouches were images that were carved and drawn using hieroglyphs and symbols to show the importance of a person. • They were oval or oblong in shape. 	<p>Sticky Knowledge:</p> <p><i>Giacometti's sculptures of the human form became larger, thinner and more elongated as the years passed by. He once said that he wasn't sculpting the human body but rather the shadow it cast. In 2000 one of Giacometti's bronze sculptures, the lifesize L'Homme qui marche I, sold for about £65 million.</i></p>	<p>Sticky Knowledge:</p> <p>Know what the Bayeaux tapestry is. In Medieval times, all books were hand written and decorated by hand, usually by priests and monks. Anglo-Saxon manuscript illumination can consist simply of decorated initials, but it also includes elaborately decorated manuscripts filled with golden letters and full-page narrative miniatures.</p>
	<p>Skills Components:</p> <p>PAINTING AND PRINTING: Ancient Egyptian artefacts and design Tomb paintings. Observational drawings leading to creating a decorative piece e.g. cartouche, pharaoh or god portrait, sarcophagus.</p> <p>Year 3</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p> <p>Draw outlines with reference to size and shape.</p> <p>Begin to research great artists and designers through time.</p>	<p>Skills Components:</p> <p>SCULPTURE:</p> <p>Anthony Gormley Giacometti Elizabeth Frink Drawing human form, drawing 'action.'</p> <p>Developing ideas to create a sculpture using wire, mod-roc, and foil.</p> <p>Year 3</p> <p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.</p> <p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p>	<p>Skills Components:</p> <p>DRAWING/ 3D DESIGN: The book of Kells and illuminated manuscripts. Bayeux tapestry, Anglo Saxon jewellery, Observational drawings exploring line and illustration techniques. Children create their own page for a precious book.</p> <p>Year 3</p> <p>Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools.</p> <p>Different pencils for different purpose and effects.</p> <p>Combine materials and give reasons for choices.</p> <p>Respond to the work of others and say how it makes them feel or think and give reasons as to why.</p> <p>Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition.</p> <p>Manipulating clay using fingers and tools.</p> <p>Decoration techniques such as embossing, engraving and imprinting.</p>

Art & Design

<p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p> <p>Year 4</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Introduce tints and stains to paint work.</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas e.g.: RE or Literacy. As a response to work or as a starting point to learning.</p> <p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils and penwork to create tone and shade and intricate marks when drawing.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>Draw outlines with reference to size and shape.</p> <p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p> <p>Year 4</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas e.g.: RE or Literacy. As a response to work or as a starting point to learning.</p> <p>Use pencils and penwork to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>Variety of stitching techniques (running, stabbing).</p> <p>Draw outlines with reference to size and shape.</p> <p>Begin to research great artists and designers through time.</p> <p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p> <p>Year 4</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Introduce tints and stains to paint work. Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas e.g.: RE or Literacy. As a response to work or as a starting point to learning.</p> <p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils and penwork to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p>
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Art & Design

			<p>Have an in-depth knowledge of one famous artist in time and be able to link their own work to them.</p> <p>Be exposed to great pieces of art and craftsmanship through visits, visitors and experiences.</p> <p>Begin to critique their own and others' work alongside set criteria</p>
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Art & Design

Year 3/4 Year B– some of the wonderful things we do in Art and Design at Penponds

- Create designs and make Aztec masks using mixed media.
- Use weaving techniques to create a table mat.
- Explore the work of artists, specifically sculptures made from reused materials.
- Create a sculpture made from items that would have been thrown away.
- Create own cave art using pigments created from natural sources.
- Explore prehistoric pigments and tools to create pieces of art.
- Sketch animals from nature using charcoal.

Year 3/4 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

<u>Art and Design</u>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history.</p>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history.</p>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history.</p>
	<p>Sticky Knowledge: Masks were very important in Maya culture. They were often inspired by animals.</p>	<p>Sticky Knowledge: Name and describe the work of artists that use recycled materials as part of their work</p>	<p>Sticky Knowledge: Stone age people made their own paint from pigments around them.</p>

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	<p>Maya people were often buried with a death mask, which was intended to protect the wearer on their journey to the afterlife. King Pakel's death mask is one of the most famous Maya artefacts.</p>	<p>such as, Michelle Reader, Subodh Gupta, Derek Gores and Wim Delvoye. Know that art can make a statement that is louder than words.</p>	<p>Stone age people made their own tools to create art. The Lascaux caves in France hold excellent examples of original stone age cave art. Stone age people drew what they saw around them ie animals, people.</p>
	<p>Skills Components: DRAWING AND COLLAGE/ MIXED MEDIA: Aztec artists - Children create designs and make Aztec masks used mixed media e.g., collage to show mosaic, mixed materials including textiles. Weaving. Year 3 Different pencils for different purpose and effects. Combine materials and give reasons for choices. Respond to the work of others and say how it makes them feel or think and give reasons as to why. Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition. Variety of stitching techniques (running, stabbing) Draw outlines with reference to size and shape. Begin to research great artists and designers through time. Begin to include elements of other artists work in their own. Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p>	<p>Skills Components: SCULPTURE: Michelle Reader Subodh Gupta Derek Gores Wim Delvoye Children explore the work of other artists and then create a sculpture made from changing materials that would have been thrown away. Year 3 Introduce sculpture materials including clay and tools to create decorations on clay including engravers and embossing tools. Different pencils for different purpose and effects. Combine materials and give reasons for choices. Respond to the work of others and say how it makes them feel or think and give reasons as to why. Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition. Manipulating clay using fingers and tools. Decoration techniques such as embossing, engraving and imprinting. Draw outlines with reference to size and shape. Begin to research great artists and designers through time.</p>	<p>Skills Components: PAINTING: Cave Art - Children develop drawings of animals and nature using a 'prehistoric palette and tools.' Children create their own cave art using textured grounds and homemade pigments. Year 3 Different pencils for different purpose and effects. Combine materials and give reasons for choices. Respond to the work of others and say how it makes them feel or think and give reasons as to why. Begin to use a sketchbook for practice and to show development of their own ideas and to explore technique and composition. Draw outlines with reference to size and shape. Begin to research great artists and designers through time. Begin to include elements of other artists work in their own. Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own. Year 4</p>

Art & Design

	<p>Year 4</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Create and make designs with applique onto fabric.</p> <p>Decorate fabric using different materials to finish.</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.</p> <p>Use pencils and penwork to create tone and shade and intricate marks when drawing.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>Begin to include elements of other artists work in their own.</p> <p>Be able to appraise the work of other artists and designers and architects, and to say how their work links to their own.</p> <p>Year 4</p> <p>Begin to experiment with different tools for line drawing.</p> <p>Decorate fabric using different materials to finish.</p> <p>Use more hardwearing materials (card, cardboard, wood) for creating 3D structures.</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.</p> <p>Use joining techniques such as slotting, tying, pinning and sewing when creating 3D structures.</p> <p>Begin to develop an understanding of the work of an architect to tie in with work on 3D structures and sculptures.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>	<p>Begin to experiment with different tools for line drawing.</p> <p>Introduce tints and stains to paint work.</p> <p>Talk about their intention and how they wanted their audience to feel or think.</p> <p>Continue to use art as a tool in other curricular areas eg: RE or Literacy. As a response to work or as a starting point to learning.</p> <p>Mixing tertiary colours (browns, neutrals, flesh.)</p> <p>Build up painting techniques (resist work, layering, and scraping.)</p> <p>Use pencils and penwork to create tone and shade and intricate marks when drawing.</p> <p>Begin to critique their own and others' work alongside set criteria.</p>
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Art & Design



Art & Design

Year 5/6 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

- Children explore Greek pottery and compare types of figureware.
- Children complete observational drawings of Greek artefacts.
- Children make clay tiles with images of Greek pots.
- Children make their own botanical illustrations of local plants.
- Children design and create Viking style jewellery.

<u>Art and Design</u>	<p>NC objectives:</p> <p>§ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>§ 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] about great artists, architects and designers in history.</p>	<p>NC objectives:</p> <p>§ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>§ 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] about great artists, architects and designers in history.</p>	<p>NC objectives:</p> <p>§ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>§ 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] about great artists, architects and designers in history.</p>
	<p>Sticky Knowledge:</p> <p>Describe Greek architecture and name the three ages: Doric, Ionian and Corinthian</p> <p>Ancient Greek art emphasised the importance and accomplishments of human beings (sport, battles, architecture)</p> <p>Greek pottery is either red or black figureware</p> <p>Name the tools needed to create pottery (clay, slip, kiln, coil pots, glaze, kidney scraper, cross hatching)</p> <p>Greek vases are artefacts which we can use as reliable references to the past</p> <p>Grayson Perry is a modern ceramic artist who uses art to express everyday life</p>	<p>Sticky Knowledge:</p> <p>Use at least three tones (and good lighting)</p> <p>Establish a focal point for your drawing</p> <p>Use a variety of brushes for painting</p> <p>Build up colour from light to dark</p> <p>Add texture with veins and hairs</p> <p>Mix greens (even if they look unnatural)</p> <p>Be methodical – create clear sections</p> <p>Avoid black paint</p>	<p>Sticky Knowledge:</p> <p>Vikings loved elaborate designs</p> <p>They decorated many things they used: weapons, jewellery, runestones, ship woodwork</p> <p>Their designs often used animal designs and multiple interlacing lines</p> <p>There were six distinct (but overlapping) art styles: Oseberg, Borre, Jelling, Mammen, Ringerrike and Urnes.</p> <p>Stylistic animals are S-shaped and intertwined, with profiled heads, spiral hips and pigtailed.</p>

Art & Design

<p>Skills Components:</p> <ul style="list-style-type: none"> · CERAMICS · Greek pottery · Compare with Grayson Perry · Greek architecture and design · Observational drawing of Ancient Greek decorative styles. Children create clay tiles showing Greek pottery designs. <p>Year 5</p> <p>Experiment with working on different surfaces. Natural materials to create sculptures. Develop sculpture techniques by manipulating natural materials to create a structure. Begin to build up a portfolio of their work. Use the work of a famous artist as a stimulus for their own work. Research and develop the techniques of other artists to use in own work. Be introduced to the work of great designers through history. Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently.</p> <p>Year 6</p> <p>Explore materials to create sculptures. Different textures and consistencies of paint. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept. Continue with their portfolios.</p>	<p>Skills Components:</p> <p>DRAWING AND PAINTING</p> <p>Georgia O'Keefe Maria Sibylla</p> <p>Children develop skills in drawing and watercolour to create their own botanical illustrations.</p> <p>Year 5</p> <p>Experiment with working on different surfaces. Different textures (laminating, modroc, collage.) Acrylic paints. Oil pastels. Charcoal Use Art to express an emotion. Why have they chosen the materials and techniques that they have? Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.) Continue to experiment with the techniques of different artists. Practice skills to create different surfaces. Begin to build up a portfolio of their work. Use the work of a famous artist as a stimulus for their own work. Use other artists work as a basis for critique.</p>	<p>Skills Components:</p> <p>DRAWING AND MIXED MEDIA</p> <p>Viking jewellery Viking patterns Viking animal motifs</p> <p>Children develop observational drawings into ideas for jewellery designs using mixed media e.g. clay, stone, string.</p> <p>Year 5</p> <p>Experiment with working on different surfaces. Different textures (laminating, modroc, collage.) Acrylic paints. Oil pastels. Charcoal Why have they chosen the materials and techniques that they have? Use drawing techniques to introduce perspective. (Drawing from above and below, near/far.) Continue to experiment with the techniques of different artists. Practice skills to create different surfaces. Develop sculpture techniques by manipulating natural materials to create a structure. Begin to build up a portfolio of their work. Use the work of a famous artist as a stimulus for their own work. Use other artists work as a basis for critique.</p>

Art & Design

	<p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop. Work in the environment or for a particular role (e.g. in hospitals, parks, school playgrounds). Look at real-life art in situ (such as The Angel of the North; Anish Kapoor; Grayson Perry; M5 'Wicker Man'; London Olympics Opening Ceremony)</p>	<p>Research and develop the techniques of other artists to use in own work. Be introduced to the work of great designers through history. Year 6 Different textures and consistencies of paint. Collaborative work. Large-scale drawings and paintings. Large-scale models and sculpture. Art in public sphere Use Art to express an abstract concept e.g war, love, creation. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept. Continue with their portfolios. Use viewfinders and perspective techniques in composition. Apply paint to show textures. 'Limited palette' work. Working with one colour and developing work using tints and shades. Construct scale models using joining and drawing techniques. Combine techniques and give reasons for choices Be able to identify and appraise the work of designers through history. Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p>	<p>Research and develop the techniques of other artists to use in own work. Be introduced to the work of great designers through history. Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. Year 6 Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.) Different textures and consistencies of paint. Collaborative work. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept. Continue with their portfolios. Use viewfinders and perspective techniques in composition. Apply paint to show textures. 'Limited palette' work. Working with one colour and developing work using tints and shades. Construct scale models using joining and drawing techniques. Combine techniques and give reasons for choices Be able to identify and appraise the work of designers through history. Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p>
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Art & Design

Year 5/6 Year B– some of the wonderful things we do in Art and Design at Penponds

- Children explore work created during the second World War.
- Children create their own collage depicting emotions they felt would have been present.
- Children visit the SkySpace art installation of James Turrell near Penzance.
- Children build on their experience of printing in KS1 to replicate some of the work of the arts and crafts movement.

Year 5/6 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

<p><u>Art and Design</u></p>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history.</p>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history.</p>	<p>NC objectives: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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] about great artists, architects and designers in history.</p>
	<p>Sticky Knowledge: John Piper was official war artist for WW2 He depicted the ruins of England, employing his aptitude for depicting landscapes and imperial homes to portray the loss and aftermath of bombings.</p>	<p>Sticky Knowledge: Olafur Eliasson (Icelandic: Ólafur Elíasson; born 5 February 1967) is an Icelandic–Danish artist known for sculptured and large-scale installation art employing elemental materials such as light, water,</p>	<p>Sticky Knowledge: Founders of arts and crafts movement were disillusioned with Industrial Revolution Emphasis on good quality materials and utility of design Started around 1860 in UK</p>

Art & Design

	<p>He often painted at night, when buildings were still ablaze Amongst the most powerful records of the home front during the Second World War are images of Londoners sheltering in the underground stations from air raids. Of these images, Henry Moore's drawings are perhaps the most famous.</p>	<p>and air temperature to enhance the viewer's experience. His work explores the common ground between art and science – and is sometimes referenced in discussions about climate change. James Turrell is an American artist known for his work within the Light and Space movement. He is renowned for his Skyspaces, including one at Tremenere Gardens, near Penzance, Cornwall.</p>	<p>Spread to USA thirty years later (1890) Influenced by the imagery of nature Important artists were Philip Webb and William Morris</p>
	<p>Skills Components: DRAWING, PAINTING AND COLLAGE</p> <p>John Piper Henry Moore – Bomb shelter drawings</p> <p>Children explore the ideas and emotions behind the paintings and collages made by Piper. Children create their own mixed media collages responding to themes of home and war.</p> <p>Use Art to express an emotion. Why have they chosen the materials and techniques that they have? Art in public sphere. Use Art to express an abstract concept e.g war (link to Guernica – create a WW2 version showing conflict)), love, creation.</p>	<p>Skills Components: SCULPTURE</p> <p>Olafur Eliasson James Turrell</p> <p>Children explore light and dark, light and shadow, reflective surfaces and colour. Children document their ideas with drawing and photography.</p> <p>Children create mini installations using reflective materials, translucent materials light and found objects. Different textures and consistencies of paint. Collaborative work. Large-scale drawings and paintings. Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept. Begin to build up a portfolio of their work</p>	<p>Skills Components: PRINTING</p> <p>William Morris Arts and Craft movement Victorian architecture</p> <p>Children develop observational drawings into repeat prints using block prints.</p> <p>Use the work of a famous artist as a stimulus for their own work. Use other artists work as a basis for critique. Research and develop the techniques of other artists to use in own work. Use viewfinders and perspective techniques in composition. Apply paint to show textures. Be introduced to the work of great designers through history. Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. (William Morris)</p>

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Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.
'Limited palette' work. Working with one colour and developing work using tints and shades.
Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.
Begin to build up a portfolio of their work

Construct scale models using joining and drawing techniques.

Combine techniques and give reasons for choices.

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.

Be able to identify and appraise the work of designers through history.

Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.

Begin to build up a portfolio of their work



Strategies for supporting pupils with Special Educational Needs and Disabilities in Art lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage lowself-esteem. • Ensure clear instructions are given throughout the lesson. • Provide time limited learning breaks. • Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. (Forexample, the design, the creation or the evaluation) • Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate. • Provide art tools when necessary to avoid distractions during teacher input.
Anxiety	<ul style="list-style-type: none"> • Ensure the child knows the support available on offer before the lesson begins. • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. • Teach problem solving before the lesson, and strategies to overcome problems that might be faced. • Model how to use art tools before setting the work. • Use a 'Now and Next' board to explain any changes to the routine, for example if a child will be sitting somewhere else to complete group work, manage this before it happens.

Autism Spectrum Disorder

- Use a visual timetable so the child knows what is happening at each stage of the session/day.
- Understand if the child is hypo-sensitive or hyper-sensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed.
- Provide materials and textures that they can use and understand this information before the lesson.

- Avoid changing seating plans.
- Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this.
- Use simple, specific instructions that are clear to understand.
- Understand your student's skills and where their starting place is.
- Use Art tools made of specific materials to support sensory processing.

Dyscalculia

- Provide concrete resources to help with line drawing and drawing to scale.
- Ensure the child knows the support available on offer before the lesson begins.

Dyslexia

- Use simple, specific instructions that are clear to understand.
- Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.
- Differentiate the Learning Intention so that the child understands what is being asked of them.
- Model how to use Art tools before setting the work.

Dyspraxia

- Make the most of large spaces before starting projects.
- Ensure the tools you are using are accessible to the child.
- Provide a lesson breakdown, with a clear end, a tick list might be beneficial.
- Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson.
- Model how to use Art tools before setting the work.
- Differentiate the size and scale of a project and its end result.

Hearing Impairment

- Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage.
- Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency.
- Try and arrange tables in a circular shape.
- Provide sign language visuals where possible.

<p>Toileting Issues</p>	<ul style="list-style-type: none"> • Encourage children to use the toilet before working on a piece of artwork, as they may feel this isn't as easy when they are wearing paint clothes and covered in paint and chalk etc. • Encourage children to wear protective clothes that make access to the bathroom manageable.
<p>Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> • Use visuals to break each stage of the lesson down into clear, manageable tasks. • Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc. • Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently. • Model how to use Art tools before setting the work. • Physically demonstrate the lesson and the expectations especially if following the work of a specific artist. • Support children with their organisation in the lesson and model this where possible, before the lesson begins.
<p>Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> • Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly. • Use a visual timetable where necessary. • Use visuals on resource lists. • Use visuals on resource boxes so children know which one to access. • Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult.
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Provide short, simple clear instructions. • Try and keep the children calm in a lesson although Art can be exciting, as this can lead to a tic. • Place resources at a safe distance especially if tics are happening at the time of the lesson.

Experienced Trauma

- Provide opportunities to be curious and explore the tools and resources that children will use.
- Use simple, specific instructions that are clear to understand, and deliver these slowly.
- Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves.

Visual Impairment

- Provide children with extra-large pieces of paper to work on.
- Make sure resources are well organised and not cluttered.
- Ensure the child is positioned in a well-lit space before beginning an activity.

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| | <ul style="list-style-type: none">• When writing, provide thicker, dark pencils to write with.• When using pastels, avoid putting pastel colours next to each other.• When drawing or modelling, be aware of the colours that are difficult to see together (dark colours). Instead use black and white where possible because these contrast the most.• Make sure students wear glasses if prescribed, so they don't strain their eyes, especially as they can spend a great deal of time on one piece of art work.• Provide enlarged artwork examples of artist work. |
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