

## Rowsley Church of England Primary School

### Art & Design Progression and Long Term Plan



***“Then the LORD said to Moses, ... and I have filled him with the Spirit of God, with wisdom, with understanding, with knowledge and with all kinds of skills— to make artistic designs for work in gold, silver and bronze, to cut and set stones, to work in wood, and to engage in all kinds of crafts.” (Exodus 31:1-5)***

***“Life in all its fullness.” John 10:10***

#### Intent:

Our curriculum has been designed based on National Curriculum objectives and follows progression of knowledge in five keys elements of Art and Design: Colour, Texture, Shape, Tone, Observation and Perspective. Our pupils learn this knowledge by developing their skills in many different forms of art: drawing, printing, painting, textiles, collage, sculpture and digital media. Pupils gets the chance to revisit each element and art style in order to progress and develop their knowledge and skills.

In creating our Art curriculum, we have worked hard to ensure that our art curriculum engages, inspires and challenges our pupil and allows them to focus on the creative journey and learning of the pupils and do not always work towards a predefined, prescribed outcome (i.e. in the case of a display) so that the understanding and learning of our pupils are not compromised. We aim to create confident, independent artists who can articulate and value their own creative journeys and where experimentation, risk, and innovation are encouraged.

As pupils develop they are encouraged to think critically about their art and that of others and learn about a range of contemporary, modern and local artists. The artists studies are progressed and linked to children thinking critically about British Values (i.e. Banksy), protected characteristics (Frida Kahlo) and how has developed.

#### Implementation:

We give our pupils opportunity to explore a variety of polarities:

- Traditional skill is balanced with experimental work.
- Small scale work is balanced with large scale work.
- Quiet reflective study is balanced with active, dynamic work.
- Individual work is balanced with group work.
- Two dimensional work is balanced with three dimensional work.
- Study of historical “great” artists is balanced with contemporary artists.

In addition, children are given the opportunity to experience:

- How it feels to take creative risks as opposed to playing it safe
- That chaos and mess can be productive for some people
- Both female and male creative role models (including visits from artists/visits to galleries/artists studios)

### **Impact:**

During their time at Rowsley E of E Primary School, children will benefit from a rich, broad and balanced program of art and design. They will experience and experiment with a wide range of materials as they explore art and design to grow and flourish as artists and designers. They will build a growing awareness of the art and design which runs through their own history, culture and other cultures as they are introduced to the world of artists and works of art. They will learn about sculptors, designers and architects and they will be taken to galleries, exhibitions and places rich in architectural heritage to broaden their horizons and to appreciate great works of art. Children will be encouraged to develop a sense of self through art and to be critical of their own and others art.

### **By the end of EYFS:**

Pupils are expected to have been able to experiment, explore and discuss different art forms, media and techniques as outlined in the Expressive Arts and Design area, specifically, 'Creating with Materials' and 'Being Imaginative and Expressive.'

This will be achieved by facilitating students in their exploration, as well as:

- Asking and answering questions about the starting points for their work, and developing their ideas.
- Exploring the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
  - Review what they and others have done and verbally share what they think and feel about it.

### **By the end of key stage 1:**

Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study (Progression of Skills).

This will be achieved by ensuring that students are taught:

- 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 the visual elements of colour, pattern, texture, line, shape, form and tone/value.
- 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.

### **By the end of key stage 2:**

Pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study (Progression of Skills), by having *developed 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.*

This will be achieved by ensuring that students are 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, paint, clay]
  - about great artists, architects and designers in history.

## Art & DT Plan

Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Infants</b>						
<b>Cycle 1</b>	Art: Sculpture <b>Observtion &amp;Shape</b>	DT/Art: Textiles (sewing-basic stitch)	Art: Drawing <b>Tone &amp; line</b>	DT: Food	DT: Structures	Art: <b>Colour-</b> painting ,pastels, mixed
<b>Cycle 2</b>	Art: Artist Picasso	DT: Making Toys (Wheels & Pulleys)	Art: Collage <b>Colour &amp; Texture</b>	DT: Woodwork	Art: Print <b>Tone</b>	DT: Product Design (Jewellery)
<b>Year 3/4</b>						
<b>Cycle 1</b>	DT: Textiles (cross stitch)	Art: Artists (Local water colour artist) <b>Colour</b>	DT: Woodwork	Art: Printing <b>Shape &amp; Line</b>	Art: Collage <b>Colour &amp; Texture</b>	DT: Product Design
<b>Cycle 2</b>	DT: Food	Art: Drawing inc digital art - <b>Tone &amp; line</b>	Art: <b>Colour-</b> painting ,pastels, mixed	Art: Sculpture (culture) <b>Observation&amp;Shape</b>	DT: Mechanisms (Slides & levers)	DT: Structures (culture)
<b>Years 5/6</b>						
<b>Cycle 1</b>	DT: Textiles	Art: Drawing (Architecture) <b>Perspective</b>	Art: Sculpture <b>Observtion &amp;Shape</b>	DT: Woodwork	DT: Product Design	Art: Collage
<b>Cycle 2</b>	Art: Pastels& Painting Edvard Much- <b>Colour, shape, observation</b>	Art: Printing & Digital Photography Banksy - (culture, tolerance, liberty)	DT: Structures	Art: Drawing -(faces) <b>Texture, Shape and Tone</b>	DT: Food (culture)	DT: Mechanisms (Axels/gears)

# Drawing

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Experiment with blocks, colours and marks. Explores colour and how colours can be changed. (Mixing) Beginning to be interested in and describe the texture of things. Experiment to create different textures. Manipulate materials to achieve a planned effect. Select and use simple tools appropriately.</p> <p><b>Vocabulary:</b> Marks, shapes, lines, patterns, curves, sharp, zig-zag, hard light, pencils, crayons</p> <p><b>ASSESSMENT:</b> Can pupils talk about the drawings they are creating? Can use appropriate vocabulary to describe the lines they are making? Can they control the lines they are making when creating for a purpose?</p>	<ul style="list-style-type: none"> <li><b>Lines and marks:</b> <i>That we can control and name the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. That we can change and control the quality of line i.e. thick, thin lines, smooth, jiggered, waving line etc</i></li> </ul> <p><b>Shape:</b> <i>Observe and draw shapes from observations and imagination. Draw shapes in between objects. Invent new shapes.</i></p> <p><b>Tone:</b> <i>Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</i></p> <p><b>Texture:</b> <i>That we can create different textures by using and combining different media</i></p> <p><b>Record and explore</b> ideas from first hand observations <b>Ask and answer questions</b> about the starting points for their work <b>Develop their ideas</b> – try things out, change their minds</p> <p><b>Explore</b> the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p><b>Review</b> what they and others have done and say what they think and feel about it.</p> <p><b>Identify</b> what they might change in their current work or develop in future work</p> <p><b>Experiment</b> with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media</p> <p><b>Vocabulary:</b> pencil, pastel, charcoal, chalk, crayon, drawing, figure, illustration, sketch, line, shape, colour,</p>	<p><i>Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources.</i></p> <p><i>Draw for a sustained period of time at an appropriate level.</i></p> <p><b>Lines and Marks:</b> <i>Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</i> <i>Experiment with different grades of pencil and other implements to create lines and marks.</i></p> <p><b>Form and Shape:</b> <i>Experiment with different grades of pencil and other implements to draw different forms and shapes.</i> <i>Begin to show an awareness of objects having a third dimension.</i></p> <p><b>Tone:</b> <i>Experiment with different grades of pencil and other implements to achieve variations in tone.</i> <i>Apply tone in a drawing in a simple way.</i></p> <p><b>Texture:</b> <i>Create textures with a wide range of drawing implements.</i> <i>Apply a simple use of pattern and texture in a drawing.</i></p> <p><i>Experiment with wet media to make different marks, lines patterns textures and shapes.</i></p> <p><b>Select and record</b> from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work.</p> <p><b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p>	<p><i>Explore blending techniques.</i> <i>Use different techniques for different purposes i.e. shading, hatching within their own work.</i> <i>Draw with a greater level of observation and detail</i></p> <p><i>Start to develop their own style using tonal contrast and mixed media.</i></p> <p><b>Architecture</b> <b>Perspective and Composition:</b> <i>Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition</i></p> <ul style="list-style-type: none"> <li>- <b>Visit from Matt Hewitt (local architect)</b></li> <li>- <b>Learn about famous architect Zaha Hadid</b></li> </ul> <p><b>Select and record</b> from first hand observation, experience and imagination, and <b>explore ideas</b> for different purposes.</p> <p><b>Question and make thoughtful observations</b> about starting points and select ideas to use in their work. <b>Explore the roles and purposes</b> of artists, craftspeople and designers working in different times and cultures.</p> <p><b>Compare ideas, methods and approaches</b> in their own and others' work and say what they think and feel about them. <b>Adapt their work</b> according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p><b>Vocabulary:</b> depth, emphasis, focal point, foreground, middle ground, horizon, line, optical illusion, perspective, light, shade, vanishing point, aerial perspective</p>

	<p>sketchbook, pattern, blend, detail, texture, shade, shape,</p> <p><b>ASSESSMENT:</b> Shading assessment of an apple.</p>	<p><b>Compare ideas, methods and approaches</b> in their own and others' work and say what they think and feel about them.</p> <p><b>Adapt their work</b> according to their views and describe how they might develop it further.</p> <p><b>Annotate work</b> in sketchbook.</p> <p><b>Vocabulary:</b> pencil pressure, proportion, highlight, pencil grade, media, medium, tone, composition, line, cross hatch, horizontal, vertical, colour match, apply, detail, effect, monochromatic colour, resist, still life</p> <p><b>ASSESSMENT:</b> Shading assessment of an apple.</p>	<p><b>ASSESSMENT:</b> Shading assessment of an apple.</p> <p><b>ASSESSMENT: Architecture - final drawing</b></p>
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# Painting/Pastels

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Experiment with blocks, colours and marks. Explores colour and how colours can be changed. (Mixing) Beginning to be interested in and describe the texture of things. Experiment to create different textures. Manipulate materials to achieve a planned effect. Select and use simple tools appropriately.</p> <p><b>Vocabulary:</b> primary colour, secondary colour, red, blue, yellow, green, purple, orange, mix, change, make</p> <p><b>ASSESSMENT:</b> Can pupils name the primary colours? Do they understand that if they mix these colours other colours are made? Know the names of purple, orange and green.</p>	<p><b>Colour:</b> <i>That a colour can be changed by adding white (tint) or black (shade)</i> <i>I know primary and secondary colours by name</i> <i>I know how to create secondary colours.</i></p> <p><b>Texture:</b> <i>Create textured paint by adding sand, plaster</i></p> <p>Use a variety of tools and techniques including different brush sizes and types <b>Mix and match</b> colours to artefacts and objects <u>Work on different scales</u> <b>Experiment</b> with tools and techniques e.g. layering, mixing media, scrapping through <b>Name</b> different types of paint and their properties</p> <p><b>Vocabulary:</b> shade, tone, tool, technique, layer, scrape, scale, blend, brush strokes, texture action painting, colour wheel, primary colour, secondary colour, paint, paintbrush, pattern, mix, texture</p> <p><b>ASSESSMENT:</b> End of term question check</p> <p>Name these colours (table with colours on) What colour would we add to lighten a tone? What colour would we add to darken a tone? What could I add to paint to add texture?</p>	<p><b>Colour:</b> <i>Mix colours and know which primary colours make secondary colours</i> <i>Use more specific colour language</i> <i>Colour mixing and matching; tint, tone, shade</i> <i>Observe colours using mixed media</i></p> <p><i>Colour to reflect mood – cool and warm colours</i></p> <p><b>Use more specific colour language</b> <b>Experiment</b> with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. <b>Create</b> different effects and textures with paint according to what they need for the task.</p> <p><b>Vocabulary:</b> blocking in, wash, watercolour wash, thickened paint, acrylic, cool colours, warm colours, contrast, Lifting, splattering, dry brush, wet brush, stippling, complementary colour,</p> <p><b>ASSESSMENT:</b> End of term question check</p> <p>Can pupils remember the names of primary and secondary colours and how they are made? Can they remember what a shade and tint of a colour is and how these can be made? What are complementary colours? What are warm and cool colours? Can pupils name and demonstrate some painting techniques.</p>	<p><b>Colour:</b> <i>Mix and match colours to create atmosphere and light effects</i> <i>Be able to identify primary secondary, complementary and contrasting colours</i> <i>Work with complementary colours</i> <i>Identify colours and emotion- that colours can express feelings and meanings</i></p> <p><b>Develop</b> a painting from a drawing <b>Carry out</b> preliminary studies, trying out different media and materials and mixing appropriate colours <b>Create</b> imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music</p> <p><b>Vocabulary:</b> shade, tint, source material, photograph, found objects, development of ideas, small elements, analogous colours, harmonious colours, contrasting colours</p> <p><b>ASSESSMENT:</b> End of term question check</p> <p>What is a complementary colour? Name a complementary colours? What colour would you use to symbolise peace, anger, love, happiness? Wat is the style of art called that uses colour to express motions and feelings? Can you name an artist that used colour to display their emotions?</p>

# Printing

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Beginning to be interested in and describe the texture of things. Realise that tools can be used for a purpose. Experiment to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Use simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>Vocabulary:</b> pattern, print, repeat, rubbings</p> <p><b>ASSESSMENT:</b> Pupils can access and use printing materials. Pupils can make simple repeating patterns.</p>	<p><b>Build repeating patterns and recognise pattern in the environment</b> <b>Create simple printing blocks with press print</b></p> <p><b>Other knowledge learnt in this unit:</b> <b>Design</b> more repetitive patterns <b>Print</b> with a range of hard and soft materials e.g. corks, pen barrels, sponge <b>Make</b> simple marks on rollers and printing palettes <b>Take</b> simple prints i.e. mono – printing <b>Roll</b> printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> <p><b>Vocabulary:</b> pattern, print, repeat, rubbings, relief press, carbon printing, fabric printing, complex pattern, materials, ink, scoring</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p><b>Create printing blocks using a relief or impressed method</b> <b>Print with two colour overlays</b> <b>That print is when an image is created and transferred onto another surface.</b></p> <p><b>Vocabulary:</b> variety, design, symmetrical, asymmetrical, reflection, symmetry refine, printing, block, canvas, variety, design, symmetrical, asymmetrical, reflection, symmetry</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p><b>Create printing blocks by simplifying an initial sketch book idea</b> <b>Use relief or impressed method</b> <b>Create prints with three overlays</b> <b>Work into prints with a range of media e.g. pens, colour pens and paints</b></p> <p><b>Vocabulary:</b> layering print, alter, modify,</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>

# Sculpture

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Beginning to be interested in and describe the texture of things. Realise that tools can be used for a purpose. Experiment to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Use simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>Vocabulary:</b> 2D or Two Dimensional, 3D or Three Dimensional, model, clay, glue, roll knead, shape, join, tools, construct,</p> <p><b>ASSESSMENT:</b> Pupils can select appropriate materials and join them together effectively.</p>	<p><b>Manipulate malleable materials in a variety of ways including rolling and kneading</b> <b>Manipulate malleable materials for a purpose, e.g. pot, tile</b> <b>Use papermache to create a simple 3D object</b></p> <p><b>Explore</b> sculpture with a range of malleable media <b>Understand</b> the safety and basic care of materials and tools</p> <p><b>Form:</b> <b>Experiment</b> with constructing and joining recycled, natural and manmade materials <b>Use</b> simple 2-D shapes to create a 3-D form</p> <p><b>Texture:</b> <b>Change</b> the surface of a malleable material e.g. build a textured tile</p> <p><b>Vocabulary:</b> 2D or Two Dimensional, 3D or Three Dimensional, clay, glue, pottery, sculpture, roll knead, shape, join, manipulate, tools, construct, natural material, man-made material, paper mache</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p><b>Plan, design and make</b> models from observation or imagination <b>Create surface patterns and textures in a malleable material</b> <b>Use wire to create a simple 3D object</b></p> <p>Explore, discuss and reflect upon a range of sculptures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p><b>Vocabulary:</b> carving, embellish, blend, sculpture, wire, model, bend, join, 3D,</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p><b>Shape, form, model</b> and <b>construct</b> from observation or imagination <b>Plan</b> a sculpture through <b>drawing</b> and other preparatory work</p> <p><b>Use recycled, natural and man-made materials to create sculptures</b> <b>Develop skills in using clay inc. slabs, coils, slips, etc</b> <b>Join clay adequately</b> and <b>construct a simple base for extending and modelling other shapes</b></p> <p><b>Vocabulary:</b> wetting, blending, additive technique, carving, embellish, slab, tile, slip, blend, model, artifact</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>

# Collage

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Beginning to be interested in and describe the texture of things. Realise that tools can be used for a purpose. Experiment to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Use simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary.</p> <p><b>Vocabulary:</b> Tear, rip, glue, mixed media</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p>To understand what a collage and texture mean and how they can be used.</p> <p><b>Texture: Create, select and use textured paper for an image</b></p> <p><b>Fold, crumple, tear and overlap papers</b></p> <p><b>Work on different scales</b></p> <p><b>Create</b> images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc</p> <p><b>Arrange and glue</b> materials to different backgrounds</p> <p><b>Sort and group</b> materials for different purposes e.g. colour texture.</p> <p>Shape: <b>Create and arrange</b> shapes appropriately</p> <p><b>Vocabulary:</b> Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary .</p> <p><b>Vocabulary:</b> Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>	<p>Add collage to a painted, printed or drawn background</p> <p>Use a range of media to create collages</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Use collage as a means of extending work from initial ideas</p> <p><b>Vocabulary:</b> Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background</p> <p><b>ASSESSMENT:</b> Observation of finished piece</p>

# Digital Media


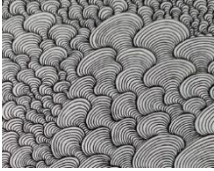


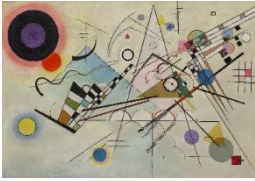

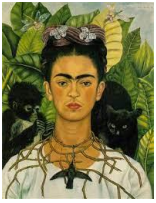
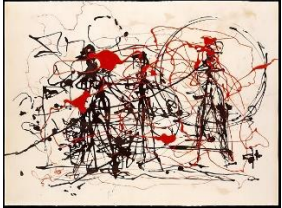












EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Use experiment with simple graphics package to create images by changing the size of brushes, colour, texture.</p>	<p><i>Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas #</i></p> <p><i><u>Shapes</u> using eraser, shape and fill tools</i></p> <p><i><u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools</i></p> <p><b>Explore</b> ideas using digital sources i.e. internet, CD-ROMs <b>Record</b> visual information using digital cameras, video recorders</p>	<p><i>Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal</i></p> <p><i>Create shapes by making selections to cut, duplicate and repeat</i></p> <p><i>Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose</i></p> <p><b>Record and collect</b> visual information using digital cameras and video recorders</p> <p><b>Present</b> recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with;</p>	<p><i>Record, collect and store visual information using digital cameras, video recorders</i></p> <p><i>Present recorded visual images using software e.g. Photostory, PowerPoint</i></p> <p><i>Use a graphics package to create and manipulate new images Be able to Import an image (scanned, retrieved, taken) into a graphics package</i></p> <p><i>Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc.)</i></p>

# Artists






EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Introduce the work of artists, craftspeople and designers from different times and cultures.</p> <p><b>Vocabulary:</b> Artist, painting, art, feelings, shapes, colours, lines</p> <p><b>Assessment:</b> Can pupils say how they feel about a painting? Can they remember what an artist is?</p>	<p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities - Explore the work of Pablo Picasso and learn about Cubism</p> <p><b>Cycle 1: Picasso</b> <b>Cycle 2:</b></p> <p><b>Vocabulary:</b> Cubism, cubist/cubism, artist, Pablo Picasso, colour, shapes, angular, lines, abstract, geometric, 2D shapes, squares, triangles, circles</p> <p><b>Assessment:</b> What is cubism? Can pupils name a cubist artist? Who is Picasso?</p> <p><b>Teacher Assessment:</b> Has the pupil been able to use cubism ideas to produce a piece of original cubist art?</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures – local watercolour artist &amp; Georgia O’Keeffe &amp; Kandinsky (abstract art).</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p><b>Cycle 1: Local Artist: Cromford Mill Jenny McKenzie</b></p> <p><b>Vocabulary:</b> Artist, abstract, water colour, modern, contemporary</p> <p><b>Assessment:</b> What is water colour? Can you name a water colour artist? Can you name any water colour techniques? What did Kandinsky do when he painted? (listened to music) What was different about the way he painted? (saw music as colours, he painted his feelings rather than trying to paint realistically). What type of colours does G O’K use (warm and cold)?</p>	<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures – Edvard Munch (expressionism), architect Matt Hewitt visit, Zaha Hadid (architect)</p> <p>Understand how British Values, Courageous Advocacy and Protected Characteristics can be expressed through art Banksy (digital &amp; print unit, Frida Kahlo (drawing unit).</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p><b>Vocabulary:</b> Artist, abstract, water colour, modern, contemporary, expressionism, British values, protected characteristics, gender, culture,</p>

			<p><b>Cycle 1: Banksy (contemporary) , Frida Kahlo</b> <b>Cycle 2: Edward Munch</b></p> <p><u>Assessment:</u> What is 'expressionism'? What is a complementary colour? Can you name a complementary colour? What colour would you use to symbolise peace, anger, love, happiness?</p> <p>Teacher Assessment: Has the pupil been able to use complementary colours and broad shapes to produce a piece of original expressionist art?</p>
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## Artists Studied



Artists in EYFS	Artists in Year 1/2	Artists in Year 3/4	Artists in Year 5/6
<p>Romero Britto - Brazillian Art (Cubism/Abstack- shape, line and colour)</p> 	<p>Tyler Foust – Drawing (line)</p>  <p>Pablo Picasso-Painting (shape, line, colour)</p> 	<p>Rachel Eastop (local artist-drawing, tone)</p>  <p>Kandinsky – Painting (shape, line, colour)</p> 	<p>Edvard Munch-Painting/Pastel (colour, shape)</p>  <p>Frida Kahlo-Colour (colour, shape)</p> 
<p>Jackson Pollock – Paint (line)</p> 	<p>Paul Cezanne-Paint (colour)</p>  <p>Louise Edwards-Printer (tone, line, shape)</p> 	<p>Georgia O'Keefe (Paint/Pastels) (colour, shape)</p>  <p>Beth Marcil – Collage (shape, line, colour)</p> 	<p>Banksy- Modern</p>  <p>Jo Spencer – Mosaic</p> 
<p>Giles Davies (local collage artist)</p> 	<p>Jenny McKenzie (Local Artist-Water colour)</p> 	<p>Andy Warhol (Pop&amp;Digital) (colour, line)</p> 	<p>David Hockny – Print</p>  <p>Hokusai - Print</p>  <p>Zara Hadid –Architect</p>  <p>Visit form local architect Matt Hewitt</p>

## Christian Values in Art

Love	Compassion	Respect	Faith	Belonging
				
<p><b>Creating</b> – using art skills without fear of right or wrong- we aim for our pupils to LOVE their art and enjoy experimenting with a range of techniques and materials.</p>	<p><b>Inspiration</b> - looking to others to help us improve and help others.</p>	<p><b>Respect</b> – respecting and celebrating both our work and that of our peers.</p>	<p><b>Persevering</b> – keep trying and practising to perfect skills in all areas of art and design. No skill is achievable instantly.</p>	<p><b>Team work</b> – working together to develop art and design skills to create an interesting result</p>
<p><b>Imagination</b> – look at things in unusual ways.</p>	<p><b>Generalisation</b> - spotting patterns and adapting them to develop art skills.</p>	<p><b>Open mindedness</b> – being open to appreciating the work of others and the similarities and differences in techniques.</p>	<p><b>Making mistakes</b> – enjoy things that go wrong and learn from them.</p>	<p><b>Community links</b> – participate in local events to support and showcase art and design projects.</p>
<p><b>Cross curricular links</b> – using art to support learning in other curriculum areas.</p>	<p><b>Compassion</b> – Understanding that we all have our own experiences, talents and opinions when it comes to art.</p>	<p><b>Tolerance</b> – understanding and respect for others.</p>	<p><b>Self-confidence</b> – mastering and celebrating an art skill, by showcasing work increases your self-belief and growth mind-set.</p>	<p><b>Expanding horizons</b> – developing appreciation and understanding of other cultures and art history</p>

# SMSC in Art

<p><b>Spiritual Development</b></p> 	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Demonstrate they are <b>reflecting on their experiences</b> and learning from reflection. They express their opinions about their own and their peer’s work.</li> <li>● Pupils understand that artwork can require endurance.</li> <li>● Show they <b>understand human feelings and emotions</b> and how these affect others e.g. enjoyment, disappointment, feelings of ‘awe’ and ‘wonder’ in their own and other’s artwork.</li> <li>● develop <b>aesthetic appreciation – through theme, style and resources</b></li> <li>● <b>Respect others</b> e.g. feedback from peers, or teachers is listened to and considered sensibly. Children are able to accept that in art often by making mistakes that learning begins.</li> <li>● <b>Accommodate differences</b> and enable others to succeed – children are supportive of each other when working either individually or collaboratively on a project, such as a hall display.</li> <li>● <b>Ask questions, offer ideas and make connections</b> for example when mixing colours, looking at artists and pieces of art.</li> <li>● <b>Display creativity and imagination</b> in developing a design – our pupils are encouraged to take risks and use their imagination when creating their art.</li> <li>● <b>Review</b> what they and others have done and say what they might change in their current work or develop in their future work.</li> </ul>
<p><b>Moral Development</b></p> 	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>● They incorporate mutual respect and the consideration for others’ work.</li> <li>● Pupils are encouraged to show <b>compassion</b> when assessing the work of others. Understanding how their comments can build up or destroy another’s <b>self-belief</b>.</li> <li>● <b>Show an interest in investigating and offering reasoned views about moral and ethical issues.</b> E.g. Studying artists with spiritual or religious themes, such as Banksy.</li> </ul>
<p><b>Social Development</b></p> 	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Work <b>cooperatively</b> with partners and in a structured and unstructured groups to produce meaningful pieces of artwork.</li> <li>● <b>Participate</b> in art experiences such as a <b>visit from a local artist, collaborative art with Chatsworth Estate.</b></li> <li>● <b>Demonstrate personal qualities</b> such as thoughtfulness, honesty, respect for difference, moral principles, independence, inter-dependence</li> <li>● <b>Demonstrate leadership skills</b> by acting as an “art expert” in class</li> <li>● <b>Investigate</b> the possibilities of a range of materials and processes e.g in printing with a variety of materials, collage,</li> </ul>

	perspective, painting using different brushes and textures of paint
<p><b>Cultural Development</b></p> 	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● <b>Engage with a range of images and artefacts from different contexts, e.g. religious artifacts, sculptures, images and art from different cultures i.e. China, Romans, Greeks and to recognise the varied characteristics of different cultures</b> and using them to inform their creating and making. –such as Rangoli patterns and Mendi from the Hindu religion, African art, Aboriginal art patterns</li> <li>● <b>Understand the role of the artist, craftsperson and designer in a range of cultures, times and contexts.</b></li> <li>● <b>Will investigate visual, tactile and other sensory qualities</b> of their own and others work., e.g.</li> <li>● Students will develop their knowledge and understanding of artists ideas and concepts identifying how meanings are conveyed.</li> </ul>
 <p><b>British Values</b></p>	<p>At the Peak Tor Federation we recognise that our Art and Design curriculum plays an important role in promoting British Values. We have planned our curriculum to ensure that through art and design our pupils can learn about the powerful messages art can convey and the impact it can have on others.</p> <ul style="list-style-type: none"> <li>● <b>Tolerance</b> is promoted through listening to each other’s ideas, creative responses and understanding of different cultures and styles within art. Children are encouraged to question and explore whilst maintaining tolerance and respect for the views of others.</li> <li>● We teach <b>democracy</b> by being aware and considering the views and values of others, particularly when working collaboratively. We may take votes and hold discussions when making decisions about our work, and collaborative projects.</li> <li>● <b>Rule of law-</b> We understand the school rules and guidelines and recognise their importance in keeping ourselves and our peers safe. During projects and activities, we access our tools and materials making sure we are following class rules. We know and understand the consequences of not following this rules.</li> <li>● <b>Mutual respect &amp; tolerance</b> – Pupils are taught to show respect for other opinions and works of art.</li> <li>● <b>Individual Liberty</b> - Pupils are given a chance to show their individuality through our projects.</li> <li>● British art is promoted throughout the school– for example a local artist visit, Banksy, LS Lowery, Edvard Munch are studied in KS2. This extends beyond the classroom with a wide range of visits and experiences to art galleries, and local events (Chatsworth Burning Man event, Rowsley Well Dressing, visit to The Level Centre).</li> <li>● Children have the opportunity to work independently and as a team to build resilience and self-esteem through tasks, sharing ideas and resources, (paint, pastels, clay, textiles)</li> <li>● Peer-assessment is embedded in the Art and Design curriculum which encourages pupils to support each other.</li> </ul>