



What is Art and Design?

Our art and design curriculum will enable our children to embrace the arts and provide opportunities for a true appreciation of artists and all types of medium. In doing so they will develop their knowledge around how to produce different types and style utilising different artistic impressions.

Our children will build the skills to confidently and competently use different enquiries and inspiration to look at colour, tone, pattern, shape, form, line, and texture.

How will the curriculum be delivered? The implementation.

Our curriculum is underpinned by the National Curriculum and has been mapped to be progressive and build on prior learning, ensuring children know more and remember more over time. All learning hinges around an enquiry-based gateway question, with a focus on a key artist. Thanks to carefully planned progression documents we can ensure continuity and progression across the key stages, recognising Art as an Artist Study with a focus on skills and deepening knowledge and understanding. The knowledge and skills set out are explicitly taught and practised within each unit. Towards the end of each academic year, a more project-based approach is taken where children apply their learning from across the year. Through this, we aim that children will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our local area and beyond.

Curriculum Review (Impact):

Children's skills and knowledge are continually assessed throughout lessons but also through their completed piece of artwork at the end of each unit. In the final term of the academic year, children will undertake a piece of artwork that aims to incorporate skills and knowledge learnt throughout the year. This piece of artwork will be assessed by the art leader. Because our curriculum serves as the progression model, the level of success in this shows the degree of impact of teaching over the long-term. Pupil discussions will also help inform subject and senior leaders about the impact of our art and design curriculum and the next steps.

Concepts in Art and Design

Artists use six key concepts to help them understand the many areas of their discipline: sculpture, collage, drawing, print, painting and digital. These key concepts have been carefully considered and identified as the core knowledge, skills, and confidence to engage with and appreciate art and design. The Key Concepts are revisited and developed as the pupils move through the school to ensure that the knowledge, skills, and confidence to engage with art and design are firmly embedded within the long-term memory.

Teaching Enquiries

Year 3/4 A	Print	Clay	Painting	Digital	Collage	Drawing
Year 3/4 B	Digital	Painting	Drawing	Collage	Painting	Clay
Year 5/6 A	Digital	Clay	Drawing	Collage	Print	Painting
Year 5/6 B	Drawing	Collage	Digital	Print	Clay	Painting

Key Concepts

Key concepts identify the content or focus areas of study at different times and come under the headings below:

	Sculpture	Collage	Drawing	Print	Painting	Digital
Content Lower KS2	To explore the art created during Viking times. To use the clay to mould and sculpt a dragon's eye.	To explore Sustainable artwork and create their own collage using sustainable, recycled and natural resources.	To explore and sketch treasures found at Sutton Hoo. To draw their own shield.	To explore the artist, Andy Warhol. To take inspiration from his artwork and use a screen print to create their own work.	To explore the work of Colette Baumbach . To look in particular at her Jungle painting and create their own jungle painting.	To explore Roman artwork . to look in particular at Roman coins and use the iPads to create their own digital Roman coin designs.
Content Upper KS2	To explore the art of the Ancient Maya people and create a relief Mayan mask using clay.	To explore the work of official war artist Paul Nash. To create a collage inspired by his collage work.	To explore the Street artist Banksy and learn his techniques to create their own Banksy inspired piece of work.	To explore Indian block printing from Bagru where the Sanjharia river helped the craft to flourish. To create their own prints	To look in detail at local artist David Inshaw. To explore his work and style and recreate one of his paintings	To explore the work of Digital artist Nik Ainley . To use his ideas and style to create their own

				inspired by Indian block printing	using watercolour.	poster for Climate change using the iPads.
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Second Order Concepts

Second order concepts can be used across all aspects of the subject to organise the substantive knowledge and skills taught:

Colour and Tone	Pattern	Shape and Form	Line	Texture
Colour is the most complex artistic element of art and design because of the combinations and variations inherent in its use. Humans respond to colour combinations differently. Colour is fundamental to many forms of art. Its relevance, use and function in a given work depend on the medium of that work.	A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.	The recognition of a 'geometric shape' including squares, triangles, circles and hexagons etc. as well as the importance of 'organic' shape within art such as from living things or of more free form.	Line is defined as the path created when an object moves from one point to another. There are many different types of lines, all characterised by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them to determine the motion, direction and energy within a piece of artwork.	This can be actual texture in art forms such as collage and sculpture or implied texture through the use of line and colour.

Progression in Substantive Knowledge in Art and Design

Second Tier Concepts	End of Lower KS2	End of KS2
Sculpture		
<p>Texture This can be actual texture in art forms such as collage and sculpture or implied texture through the use of line and colour.</p>	<ul style="list-style-type: none"> • I can create and combine shapes to create recognisable forms (e.g., shapes made from nets or solid materials) • I can use clay and other mouldable materials. • I can include texture that conveys feelings, expression, or movement. • I can add materials to provide interesting detail. 	<ul style="list-style-type: none"> • I can show life-like qualities and real-life proportions. • I can use tools to carve and add shapes, texture and pattern. • I can show life-like qualities and real-life proportions. • I can use tools to carve and add shapes, texture, and pattern
Collage		
<p>Texture This can be actual texture in art forms such as collage and sculpture or implied texture through the use of line and colour.</p>	<ul style="list-style-type: none"> • I can select and arrange materials for a striking effect. • I can ensure work is precise. • I can use coiling, overlapping, tessellation, mosaic, and montage 	<ul style="list-style-type: none"> • I can mix textures (rough and smooth, plain, and patterned) • I can combine visual and tactile qualities. • I can use ceramic mosaic materials and techniques.
Drawing		
	<ul style="list-style-type: none"> • I can annotate sketches to explain and elaborate ideas. • I can sketch lightly (no need to use a rubber to correct mistakes) 	<ul style="list-style-type: none"> • I can use a variety of techniques to add interesting effects (e.g., reflections, shadows, direction of sunlight) • I can use lines to represent movement.

	<ul style="list-style-type: none"> • I can use different harnesses of pencils to show line, tone, and texture. • I can use shading to show light and shadow. • I can use hatching and cross hatching to show tone and texture 	<ul style="list-style-type: none"> • I can make a choice of techniques to depict movement, perspective, shadows, and reflection. • I can choose a style of drawing suitable for the work (e.g., realistic, or impressionistic)
Print		
<p>Pattern A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.</p>	<ul style="list-style-type: none"> • I can use layers of two or more colours. • I can replicate patterns observed in natural or built environments. • I can make printing blocks (e.g., from coiled string glued to a block) • I can make precise repeating patterns 	<ul style="list-style-type: none"> • I can build up layers of colours. • I can create an accurate pattern, showing fine detail. • I can use a range of visual elements to reflect the purpose of work
Painting		
<p>Colour and Tone Colour is the most complex artistic element of art and design because of the combinations and variations inherent in its use. Humans respond to colour combinations differently. Colour is fundamental to many forms of art. Its relevance, use and function in a given work depend on the medium of that work.</p>	<ul style="list-style-type: none"> • I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • I can mix colours effectively. • I can use watercolour paint to produce washes for backgrounds and then add detail. • I can experiment with creating mood with colour 	<ul style="list-style-type: none"> • I can sketch (lightly) before painting to combine line and colour. • I can create a colour palette based upon colours observed in the natural or built world. • I can use qualities of watercolour and acrylic paints to create visually interesting pieces. • I can combine colours, tones, and tints to enhance the mood of a piece. • I can use brush techniques and the qualities of paint to create texture.

		<ul style="list-style-type: none"> I can develop a personal style of painting, drawing upon ideas of other artists
Digital		
	<ul style="list-style-type: none"> I can create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> I can enhance digital media by editing (including sound, video, animation, still images and installations)

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within art and design teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

	Sculpture	Collage	Drawing	Print	Painting	Digital
Year 3/4 A	Sculpt, carve, mould, pinch, coil, slab, shape and indent.	Sustainable materials, recycle, reuse, paper, tear, arrange, cut , place shape ,pattern and overlap.	Pencil grade, record, medium, tone, composition, line, thin, thick, wavy, zig-zag cross hatch, horizontal, vertical and shade.	Screen printing, screen, stencil, squeegee, pull, design , layers and colour.	Thickened paint, bold, delicate, intense, blocking in, build up, cool colours, warm colours, contrast, opaque, translucent, transparent, palette. Primary, secondary, complementary colours.	Move tool, layer, overlay, magic wand, hue, saturation and enhance.

Year 3/4 B	Sculpt, carve, mould, coil, slab, shape, ornate, score and symbolic.	Sustainable materials, recycle, reuse, paper, tear, arrange, cut, place, shape pattern, overlap, geometric and stylised.	Pencil pressure, proportion, features, light and dark, detail, observation, contour, look and draw.	Screen printing, screen, stencil, squeegee, pull, design, layers, colour, register, repeat, brayer and print block.	Bold, delicate, wash, intense, strong, opaque, translucent, transparent, texture, brush techniques and stipple.	Move tool, layer, overlay, magic wand, hue, saturation, enhance, cut, paste, merge, layer palette and style detail.
Year 5/6 A	Sculpt, pinch, mould, coil, slab, carve, form, shape, ornate, score, symbolic and slip.	Arrange, overlap, tear, cut, reuse, place, shape, pattern, geometric, stylised, realistic, abstract, and composition.	Techniques, detail, effects, contour, viewpoint, vista, tone , form, light and shade. Background, foreground, blend and texture.	Print block, brayer, relief, register, repeat, continuous, inking up, pressure, printing plate and impression.	Bold, delicate brushstrokes, wash, intense, strong, opaque, translucent, stipple, blending, landscape and composition.	Move tool, layer, overlay, magic wand, hue, saturation, enhance, cut, paste, merge, layer palette and style detail.
Year 5/6 B	Sculpt, pinch, mould, coil , slab, carve, form, shape, ornate, score, symbolic, slip, mobile and relief, free standing.	Arrange, overlap, tear, cut, rough edges, reuse, place, shape, pattern, geometric, stylised, realistic, abstract, composition and texture.	Shadow, highlight, tint, shade, shading, texture, real and implied, and perspective.	Print block, brayer, relief, register, repeat, continuous, inking up, pressure, printing plate, impression and mono-print.	Monochromatic, neutral, landscape, composition, focal point, bold, delicate, wash, intense, strong, opaque, translucent, stipple, blending,	Move tool, layer, overlay, magic wand, spray can, hue, saturation, enhance, cut, paste, merge, layer, palette, style detail,

					brushstrokes, realistic and watercolours.	cloning and opacity.
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Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class.

'Art is not what you see, but what you make others see.'

-Edgar Degas-

'We belong, we believe, we flourish'