

## **ART AND DESIGN CURRICULUM**

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# 1. INTENT, IMPLEMENTATION, IMPACT

## **Intent**

At Croft C of E Primary School, we aim to provide an Art and Design Curriculum that builds on a child's early creative experiences whilst enabling them to express themselves in a practical and inspiring way. Through learning about a wide range of Arts and Crafts, from various cultures and history, we hope to not only develop the children's passion and love of the subject but also build a respect, natural inquisitiveness and an appreciation of art in all its forms which they may carry with them throughout their lives. Art and Design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel in a range of ways, regardless of their ability.

In the teaching Art and Design in our school we aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress through school, they should begin to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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

At Croft C of E Primary school, we aim to provide an Art and Design Curriculum which develops learning and results in pupils knowing more, remembering more and understanding how the knowledge and skills can be applied in their own art work. Creativity across all the curriculum allows all children, regardless of ability, to apply what they have learnt and solidify key ideas. It can bring key concepts to life and provide valuable, alternative ways for children to record and demonstrate their understanding. Art is not restricted to the Art lesson and children often have the opportunity to apply their art skills and support their learning in other areas, whether it be art linked to poetry writing in English or developing on drama used to explore life in a different period in history. Art and Design skills are taught through a number of different units and where possible connected to the overarching topic for the term.

## **Implementation**

The teaching and implementation of Art and Design at Croft is a skills-based curriculum designed to equip children with the knowledge and skills to appreciate the work of artists as well as experiment with these concepts to express their own creativity. It is a structured whole school approach to this creative subject derived from the National Curriculum.

Art & Design is taught as a discreet subject in an opposite term to Design Technology. The terms in which Art & Design is covered can differ throughout the year groups. Art and Design is taught for the equivalent of three half terms and Design Technology for three half terms.

Our whole school curriculum provides children with opportunities to develop their skills in Art and Design using a variety of media and materials. Specific skills are built upon each year and tracked through our progression of skills document. All children have the opportunity to explore and evaluate different creative ideas, developing skills in topics such as; drawing, painting, printing, collage, sculpture and digital art. Work is completed in sketch books to show both a progression of skills and a learning journey.

## **Impact**

Our Art and Design Curriculum is planned to demonstrate progression and to stimulate creativity. Children are clear about what the intended outcomes are and have a means to measure their own work against this, as a means of expression or to explore the styles of other artists that inspire our own work.

In Art and Design, children are reflective and evaluate their own and each other's work, thinking about how they can make changes to keep improving. This is meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Personal evaluation forms a core part of how art is assessed at Croft. Children are encouraged and supported to justify and rationalise their opinions regarding their own and others artworks.

## **Assessment**

Each student will be assessed using the progression of skills document for the relevant year group along with consideration of the following points:

- Quantity and quality of participation
- Progression
- Attainment and ability

Children will be assessed as to whether they need more scaffold to achieve a task or require challenging and stretching.

## 2. NATIONAL CURRICULUM COVERAGE

### CYCLE A

	EY/Y1			Y2/Y3		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>Pupils should be taught to:</b>						
use a range of materials creatively to design and make products						
use drawing, painting and sculpture to develop and share their ideas, experiences and imagination						
develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
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						
	Y3/Y4			Y5/6		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>Pupils should be taught to:</b>						
create sketch books to record their observations and use them to review and revisit ideas						
improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]						
know about great artists, architects and designers in history				Margaret Keane, Picasso, Matisse	William Morris	Hocassi

### CYCLE B

	EY/Y1					
	AUT	SPR	SUM			
<b>Pupils should be taught to:</b>						
use a range of materials creatively to design and make products						
use drawing, painting and sculpture to develop and share their ideas, experiences and imagination						
develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space						
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						
	Y2/3			Y3/4		
	AUT	SPR	SUM	AUT	SPR	SUM
<b>Pupils should be taught to:</b>						
create sketch books to record their observations and use them to review and revisit ideas						
improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]						
know about great artists, architects and designers in history						
	Y5/6					
	AUT	SPR	SUM			
<b>Pupils should be taught to:</b>						
create sketch books to record their observations and use them to review and revisit ideas						
improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]						
know about great artists, architects and designers in history	Various WW2 artists	John Nieto				

### 3. LONG TERM PLAN

#### CROFT CE PRIMARY SCHOOL – ART AND DESIGN LONG TERM PLAN OVERVIEW – CYCLE A

Autumn	Spring	Summer
<b>EYFS/YEAR 1</b>		
<p><b>Main Focus:</b> To create a sculpture in the style of A Goldsworthy  <b>Sculptor:</b> A Goldsworthy  <b>Medium:</b> Sculpture using natural materials - leaves, berries, twig etc</p>	<p><b>Main Focus:</b> To create a picture of the Queen inspired by Andy Warhol  <b>Artist:</b> Andy Warhol  <b>Medium:</b> Cotton buds, other stick type equipment, paint</p>	<p><b>Main Focus:</b> To create a piece in the style of Hokusai 'Great Wave'  <b>Artist:</b> Hokusai  <b>Medium:</b> Printing with paint, collage.</p>
<p><b>Main Focus:</b> To create a wallpaper design in the style of William Morris  <b>Designer:</b> William Morris  <b>Medium:</b> Printing using polystyrene, felt tips and water</p>	<p><b>Main focus:</b> To create an image with silhouette of the GFoL in the style of Van Goghs 'Starry Night'  <b>Artist:</b> Van Gogh  <b>Medium:</b> Oil Pastel/chalk/paper cutting</p>	
<b>YEAR 2/ 3</b>		
<p><b>Main Focus:</b> To create an artwork depicting the Solar system inspired by Peter Thorpe  <b>Artist:</b> Peter Thorpe  <b>Medium:</b> paint</p>	<p><b>Main Focus:</b> To use a range of materials to create a piece of tribal artwork  <b>Artist and Designers:</b> Textiles and collage  <b>Medium:</b> Textiles</p>	<p><b>Main Focus:</b> To create castle artwork in the style of Paul Klee and Howard Hodgkin  <b>Artist:</b> Paul Klee and Howard Hodgkin  <b>Medium:</b> Drawing and Collage</p>
<p><b>Main Focus:</b> To create a rocket picture inspired by Peter Thorpe  <b>Artist:</b> Peter Thorpe  <b>Medium:</b> Paint and drawing</p>		
<b>YEAR 3/4</b>		
<p><b>Main Focus:</b> To create a storm scene taking inspiration from Rembrandt/Fisherman  <b>Artist:</b> Rembrandt/Fisherman  <b>Medium:</b> watercolour</p>	<p><b>Main Focus:</b> To create a Scarpape fish inspired by artist J Vincent  <b>Artist:</b> J. Vincent Scarpape  <b>Medium:</b> chalk pastels, charcoal, oil pastels, watercolours</p>	<p><b>Main Focus:</b> To create an artwork in the style of Beatriz Milhazes  <b>Artist:</b> Beatriz Milhazes  <b>Medium:</b> collage</p>
<b>YEAR 5/6</b>		
<p><b>Main Focus:</b> How the eye is represented by other artists, including Picasso, Matisse and Keane  <b>Artist and sculptor:</b> Picasso, Matisse and Keane  <b>Medium:</b> Pencil sketching, clay</p>	<p><b>Main Focus:</b> Design William Morris wallpaper  <b>Designer:</b> William Morris  <b>Medium:</b> printing using polystyrene tiles, ICT to generate patterns and wallpaper swatches.</p>	<p><b>Main Focus:</b> Design a living wall or balcony in a city landscape inspired by Jeanie Baker and Stefano Boeri  <b>Architect:</b> Jeanie Baker and Stefano Boeri  <b>Medium:</b> TBC</p>

**Main Focus:** Design a 1060s outfit focusing on colour and pattern inspired by Yves Saint Laurent, Piet Mondrian and paisley patterns.

**Artist:** Yves Saint Laurent, Piet Mondrian

**Medium:** Watercolours, coloured pencils

**CROFT CE PRIMARY SCHOOL – ART AND DESIGN LONG TERM PLAN OVERVIEW – CYCLE B**

**Autumn**

**Spring**

**Summer**

**EYFS/YEAR 1**

**YEAR 2/3**

**Main Focus:** To create a storm scene taking inspiration from Rembrandt/Fisherman

**Artist:** Rembrandt/Fisherman

**Medium:** watercolour

**Main Focus:** To create wall art based on art found in Egyptian tombs

**Artist:** N/A

**Medium:** pencils and chalk

**Main Focus:** To create a collage of Stonehenge

**Artist:**

**Medium:** collage

**YEAR 3/4**

**Main Focus:** To create wall art based on art found in Egyptian tombs

**Artist:** N/A

**Medium:** pencils and chalk

**Main Focus:** To create a collage of Stonehenge

**Artist:**

**Medium:** collage

**YEAR 5/6**

**Main Focus:** Creating atmosphere through colour, tone, shadow and texture within pencil, charcoal, paint.

**Artist:** Holocaust Survivors artwork 'One Spring', Judith Dazzio, Karl Bodek, Kurt Conrad Low.

**Medium:** Paint, collage, pencil, charcoal

**Main Focus:** Using materials to create a dream catcher

**Artist:** Leonora Carrington and John Nieto

**Medium:** Water colour, ink, pastels, different media, wood, string, feathers, beads.

**Main Focus:** Create a sculpture in the style of Alberto Giacometti

**Artist:** Alberto Giacometti

**Medium:** Collage (foil, masking tape), wire, paint

**Main Focus:** Drawing of an eagle using coloured pencils

**Artist:** Inspiration taken from class book, 'Sky Song'

**Medium:** Coloured pencils

## 4. PROGRESSION OF SKILLS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Exploring and Developing Ideas</b>					
<ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve;</li> </ul>	<ul style="list-style-type: none"> <li>• respond positively to ideas and starting points;</li> <li>• explore ideas and collect information;</li> <li>• describe differences and similarities and make links to their own work;</li> <li>• try different materials and methods to improve</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul>	<ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• explore ideas from first-hand observations;</li> <li>• question and make observations about starting points, and respond positively to suggestions;</li> <li>• use key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</li> </ul>	<ul style="list-style-type: none"> <li>• use sketchbooks to record ideas;</li> <li>• adapt and refine ideas;</li> </ul>	<ul style="list-style-type: none"> <li>• review and revisit ideas in their sketchbooks;</li> <li>• offer feedback using technical vocabulary;</li> <li>• think critically about their art and design work;</li> <li>• use digital technology as sources for developing ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>	<ul style="list-style-type: none"> <li>• review and revisit ideas in their sketchbooks;</li> <li>• offer feedback using technical vocabulary;</li> <li>• think critically about their art and design work;</li> <li>• use digital technology as sources for developing ideas;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.</li> </ul>
<b>Drawing</b>					
<ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<ul style="list-style-type: none"> <li>• draw lines of varying thickness;</li> <li>• use dots and lines to demonstrate pattern and texture;</li> <li>• use different materials to draw, for example pastels, chalk, felt tips;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</li> </ul>	<ul style="list-style-type: none"> <li>• use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>• show an awareness of space when drawing;</li> </ul>	<ul style="list-style-type: none"> <li>• use shading to show light and shadow effects;</li> <li>• show an awareness of space when drawing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> <li>• experiment with showing line, tone and texture with different hardness of pencils;</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• depict movement and perspective in drawings;</li> <li>• use a variety of tools and select the most appropriate;</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>• depict movement and perspective in drawings;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</li> </ul>
<b>Painting</b>					

<ul style="list-style-type: none"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>add white and black to alter tints and shades;</li> </ul>	<ul style="list-style-type: none"> <li><b>experiment with different brushes (including brushstrokes) and other painting tools;</b></li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</li> </ul>	<ul style="list-style-type: none"> <li>use key vocabulary to demonstrate knowledge and understanding in foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco</li> </ul>	<ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, effects, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> </ul>	<ul style="list-style-type: none"> <li>create a colour palette, demonstrating mixing techniques;</li> <li>use a range of paint to create visually interesting pieces;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>	
<b>Sculpture</b>					
<ul style="list-style-type: none"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation,</li> <li>shapes, materials, pyramid, abstract, geometric.</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> </ul>	<ul style="list-style-type: none"> <li>cut, make and combine shapes to create recognisable forms</li> <li>add materials to the sculpture to create detail;</li> </ul>	<ul style="list-style-type: none"> <li>use clay and other malleable materials and practise joining techniques;</li> </ul> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, 2D shape, shape, form, shadow, light.</p>	<ul style="list-style-type: none"> <li>plan and design a sculpture;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>use materials other than clay to create a 3D sculpture;</li> </ul>	<ul style="list-style-type: none"> <li><b>plan and design a sculpture;</b></li> <li><b>use tools and materials to carve, add shape, add texture and pattern;</b></li> <li>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join.</li> </ul>
<b>Collage</b>					
<ul style="list-style-type: none"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials;</li> <li>add texture by mixing materials;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>		<ul style="list-style-type: none"> <li>select colours and materials to create effect, giving reasons for their choices;</li> </ul>	<ul style="list-style-type: none"> <li><b>select colours and materials to create effect, giving reasons for their choices;</b></li> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic</li> </ul>	<ul style="list-style-type: none"> <li>add collage to a painted or printed background;</li> <li>create and arrange accurate patterns;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of mixed media;</li> </ul>
<b>Textiles</b>					



				<ul style="list-style-type: none"> <li>• experiment with a range of media by</li> <li>• overlapping and layering in order to create texture, effect and colour;</li> <li>• add decoration to create effect;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ul>	
<b>Printing</b>					
<ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>			<ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> <li>• develop techniques in mono, block and relief printing;</li> <li>• create and arrange accurate patterns;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering,</li> <li>• pattern, shape, tile, colour, arrange, collograph;</li> </ul>	
<b>Work of other artists</b>					
<ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers;</li> <li>• express an opinion on the work of famous, notable artists;</li> <li>• use inspiration from famous, notable artists to create their own work and compare;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists studied</li> </ul>	<ul style="list-style-type: none"> <li>• describe the work of famous, notable artists and designers;</li> <li>• express an opinion on the work of famous, notable artists;</li> <li>• use inspiration from famous, notable artists to create their own work and compare;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists studied</li> </ul>	<ul style="list-style-type: none"> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> </ul>	<ul style="list-style-type: none"> <li>• use inspiration from famous artists to replicate a piece of work;</li> <li>• reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>• express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists studied</li> </ul>	<ul style="list-style-type: none"> <li>• give detailed observations about notable artists',</li> <li>• artisans' and designers' work;</li> <li>• offer facts about notable artists', artisans' and designers' lives;</li> </ul>	<ul style="list-style-type: none"> <li>• Use key vocabulary to demonstrate knowledge and understanding in this strand: Names of artists studied</li> </ul>

## 5. SEND IN ART and DESIGN

**Ambition – What are we aiming for children with SENs to achieve in this subject?**

Be ambitious of what our SEN children can achieve. Art and DT are different ways for children to think and draw on all their learning from across the curriculum without having to use it in the traditional way. SEN children historically can achieve and sometimes exceed their peers when completing Art & DT tasks.

**Access – What amendments are made to the subject in order to help children with SENs to achieve?**

### Strategies to scaffold Learning

How can I support learners who struggle to access lessons because of literacy difficulties?

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- Use strategies such as modelling, demonstrating and imitating to support learners in understanding the step-by-step processes.

### How can I support learners who struggle to retain vocabulary?

- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practise saying them together.
- Provide visual word banks that are accessible to the learners.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

### How can I support learners who struggle with fine motor skills?

- Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times.
- Plan each lesson well in advance, to consider points where learners may struggle and allow for adult guidance accordingly. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Engaging in art and design activity is great for helping build fine motor skills for all children. Learners will enjoy and benefit from using malleable media such as clay or air dough.

### How can I support learners who struggle with attention?

- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Consider adapting the lesson to break it into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Pre-expose learners to the content of the lesson by sharing with them any resources to be used as well as the content of the lesson, perhaps the work of an artist they are learning about or an example of the kind of outcomes they will produce. This will support learners to engage in the processes.
- Giving time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.
- Allow movement breaks if and when necessary and give learners classroom jobs such as handing out a resource. This will support learners who struggle with self-regulation.
- All learners should routinely clean and tidy away the equipment they have used and time for this needs to be built into lessons, as it is a useful tool for encouraging independence as well as managing transitions.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach. This will benefit all learners as it allows for an active participatory approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.

**These strategies scaffold learning across all year groups for practical art lessons:**

- Share information visually as well as through discussion.
- Allow sufficient talk time to encourage thinking and idea sharing.
- Key vocabulary should be clearly displayed and used repetitively throughout lessons.
- Introduce each piece of equipment – name it, explain what it does, model how it can be used or applied.
- Model processes on a step-by-step basis, allowing learners time to do practical tasks alongside the teacher. It is important the teachers' thought processes are shared aloud.
- Ensure any equipment to be used is fully accessible to all and adapted for individuals as necessary to ensure all can fully participate.
- Support learners to develop their fine motor skills through regular opportunities.



## 6. KEY KNOWLEDGE AND VOCABULARY

<b>Line</b>	<ul style="list-style-type: none"> <li>• Lines are used to delineate shapes, indicate volume, describe, make patterns and express emotions.</li> <li>• They can be bold or sensitive, angled or curved, soft or hard.</li> </ul>	<b>Texture</b>	<ul style="list-style-type: none"> <li>• Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this as 3D work.</li> </ul>
<b>Shape</b>	<ul style="list-style-type: none"> <li>• Shapes can be easily recognised and immediately understood.</li> <li>• They can form symbols.</li> <li>• They can be 2 or 3 dimensional.</li> </ul>	<b>Primary colours</b>	<ul style="list-style-type: none"> <li>• Red, yellow &amp; blue.</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>• Shapes 'form' an object whether this is done in modelling work or illusionary through drawing or painting.</li> <li>• It is possible to create form in 2D work but it is easier in 3D work.</li> </ul>	<b>Secondary colours</b>	<ul style="list-style-type: none"> <li>• Orange – red + yellow.</li> <li>• Green – blue+ yellow.</li> <li>• Purple – red + blue.</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>• Can be used to convey feelings, emotions, atmosphere, moods and ideas.</li> <li>• Children's ability to select, mix and apply colour helps them to communicate.</li> <li>• Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this.</li> </ul>	<b>The spectrum</b>	<ul style="list-style-type: none"> <li>• Red, orange, yellow, green, blue, indigo, violet.</li> </ul>
<b>Tone</b>	<ul style="list-style-type: none"> <li>• Tell us how much light and dark can be seen. Tone can help to suggest volume or depth.</li> </ul>	<b>Harmonious colours</b>	<ul style="list-style-type: none"> <li>• Colours that are next to each other in the spectrum that go well together</li> </ul>
<b>Pattern</b>	<ul style="list-style-type: none"> <li>• Can be seen in the natural and built world. It is related to Maths, decoration, symbolism and cultural styles throughout history.</li> </ul>	<b>Complimentary colours</b>	<ul style="list-style-type: none"> <li>• Colours that are opposite each other in the spectrum.</li> </ul>
<b>Black and White</b>	<ul style="list-style-type: none"> <li>• These are not true colours. Use white to lighten the colour, use black to darken the colour.</li> </ul>	<b>Tertiary colours</b>	<ul style="list-style-type: none"> <li>• Need three colours to be produced e.g. brown = red+ yellow + blue (all 3 primary colours). • Turquoise = Blue + yellow + white. • Mauve = Blue + red+white. • Skin tones need a combination of yellow and brown along with red and white.</li> </ul>

(40,000 BC – 4000 BC) (4,000 BC – AD 400) (500 – 1,400 AD) (1400 – 1600) (1527 – 1540) (1600 – 1750) (1699 – 1780) (1750 – 1850)	Prehistoric Art Ancient Art Medieval Art Renaissance Mannerism Baroque Rococo Neoclassicism	(1780 – 1850) (1848 – 1900) (1865 – 1885) (1885 – 1910) (1890 – 1910) (1900 – 1935) (1905 – 1920) (1907 – 1914)	Romanticism Realism Impressionism Post-Impressionism Art Nouveau Fauvism Expressionism Cubism	(1916 – 1950) (1940s – 1950s) (1950s – 1960s) (1950s – 1960s) (1960s) (1960s – 1970s) (1960s – 1970s)	Surrealism Abstract Expressionism Optical Art Pop Art Art Povera Minimalism Conceptual	(1970 – present)	Post Modernism Feminist Neo-Expressionism Street Art Pictures Generation Appropriation Young British Artists (YBA) Digital Art
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PROGRESSIVE ART VOCABULARY (tier 2 and tier 3)

EYFS

colour	function	mix	texture
experiment	line	shape	tools
explore	material	techniques	

Year 1/2 (in addition to above)

2D	design	manipulate	printing (relief)
3D	detail	mood	sculpture/sculptor
abstract	draw	objects	<b>secondary colours</b> ( <i>a colour made by mixing of two primary colours</i> )
art/artists	drawing	observations	shade
background	evaluate	opinion	silhouette
bold (brush strokes)	fabric	outline	sketchbook
carving	felt tip	paint(brush)	space
chalk	images	painting	textile
<b>charcoal</b>	ink	paper	texture
collage	landscape	pastel (oil and chalk)	warm colours
cool colours	layering	pattern	watercolour (wash)
cut	like/dislike	portrait (self-portrait)	wax crayon
dabbing	line (drawing)	<b>primary colours</b> ( <i>red, blue, yellow - cannot be created through mixing</i> )	weave/woven
	make		

Year 3/4 (in addition to above)

architect	form	pencil (hard and soft, <b>4B, 2H</b> etc.)	<b>tone</b> ( <i>darker or lighter versions of a colour when you add both black and white (grey) to the colour</i> )
background	foreground	printing	tools
Blend	hard	prints	tracing
bold brushstroke	hatching ( <i>create tonal or shading effects by drawing close parallel lines</i> )	record	refine
clay	horizontal	roller	outline
<b>complimentary colours</b> ( <i>red-green / blue-orange / yellow-purple</i> )	intensity	scratch	vertical
cross-hatching ( <i>drawing close parallel lines in the other direction over the hatching</i> )	light	soft	viewfinder
dark	marking	smudge	
designer	match	surface	
	palette	<b>tint</b> ( <i>when you add white to a colour</i> )	
	pen		

Year 5/6 (in addition to above)

acrylic	foreground	medium	strokes
annotation	fresco	middle ground	styles
artistic vocabulary	graffiti	mixed media	tearing
blocks of colour	highlight	monoprinting	<b>Tertiary colours</b> ( <i>resulting colour formed when an equal amount of a primary and secondary colour is mixed</i> )
canvas	hue ( <i>the colour and the shade of a colour</i> )	pencil point	viewpoint
circular	human forms	printing (block)	visual
colour spectrum	ink	perspective	proportion
dashes	Impressionist/ism	pointillism	representations
culture	limited (palette)	points	review
cutting	malleable	polystyrene printing	sidestrokes
fine brush strokes	mark	process	
	mastery	proportion	
		<b>Slip</b> ( <i>water and clay mix that acts as glue</i> )	

## **CYCLE A**

### **EYFS/YEAR 1:**

#### **Knowledge**

- Secondary colours
- Texture / effects with paper – rip, tear, fold, cut
- Light / dark
- Cut and join using split pins, treasury tags, stapler
- Key artists – Andy Goldsworthy, Van Gough (and make links to their own work)

#### **Skills**

- Making bread, biscuits
- Select and use construction kits/materials glue
- Use a knife safely and correctly to spread

### **YEAR 2/3:**

#### **Knowledge**

- Shade/ Tone/ Pattern/ Line/ Shape/ Form/ Space
- Evaluation
- Textiles
- Artist (local not necessary – Peter Thorpe)

#### **Skills**

- Be confident at selecting and using different media for a purpose. e.g. drawing, painting, sculpture,
- Design and Make products in a relevant context

### **YEAR 3/4:**

#### **Drawing:**

- Pupils will be aware that there are different grades of pencil
- Pupils will know that H means hard (light) and B means black (soft)
- Pupils will be aware that they can create different marks with a pencil
- Pupils will be aware that there are different grades of pen (Fine, Medium and Broad)
- Pupils will be aware of how to create tone using charcoal

#### **Painting:**

- Pupils will be aware that there are different types of brushes (size, handle and end shape)
- Pupils will know the primary colours (Red, Yellow and Blue)
- Pupils will know how to mix secondary colours using poster paint (Green, Orange and Purple)
- Pupils will know how to make a colour lighter without using white
- Pupils will be aware of how to mix tones
- Pupils will be introduced to complementary colours on the colour wheel (Orange and Blue, Yellow and Purple, Red and Green)

### **YEAR 5/6:**

#### **Drawing:**

- Pupils will be able to use line to create tone
- Pupils will be aware of the differences between mediums

#### **Painting:**

- Pupils will know how to handle watercolours
- Pupils will understand colour theory and be confident to mix colours on the colour wheel including shades of brown
- Pupils will know how to change the tone of a colour

#### **Printmaking:**

- Pupils will be aware of the journey and development of an artist's work through their sketchbooks and images
- Pupils will know 4 printmaking techniques (Block, Collagraph, Lino and Mono)

## **CYCLE B**

### **EYFS/YEAR 1:**

#### **Knowledge**

- What is ART / DT
- Primary colours – red, blue and yellow
- Language – mix, roll, squash
- -To decide what tool/ media to use to create different effects and techniques.
- -To name a range of tools that they have selected.
- -To use a range of tools correctly. (e.g paintbrush, beginning to utilise pastels correctly, chalk, crayon, wax crayon, felt tip and printing).
- -To know the primary colours.
- -To know that colours can be mixed to make new colours.
- -To begin to talk about pieces of art that they have created.
- -To begin to say what they like about a piece of artwork.

#### **Skills**

- Explore colour mixing
- Use and hold a pair of scissors correctly
- Hold a paintbrush correctly
- Select relevant equipment for a purpose – use a hole punch, sellotape, masking tape and glue
- Use a knife safely and correctly to spread

### **YEAR 2/3:**

#### **Drawing:**

- Pupils will be aware that there are different grades of pencil
- Pupils will know that H means hard (light) and B means black (soft)
- Pupils will be aware that they can create different marks with a pencil

#### **Painting:**

- Pupils will be aware that there are different types of brushes (size, handle and end shape)
- Pupils will know the primary colours (Red, Yellow and Blue)
- Pupils will know how to mix secondary colours using poster paint (Green, Orange and Purple)

#### **Charcoal & Pastels:**

- Pupils will know how to create effects (rub, hatch, blend and erase) using charcoal and pastels
- Pupils will know how to blend colours using oil pastels

### **YEAR 3/4:**

#### **Drawing:**

- Pupils will be aware that there are different grades of pen (Fine, Medium and Broad)
- Pupils will be aware of how to create tone using charcoal

#### **Painting:**

- Pupils will know how to make a colour lighter without using white
- Pupils will be aware of how to mix tones
- Pupils will be introduced to complementary colours on the colour wheel (Orange and Blue, Yellow and Purple, Red and Green)
- Pupils will know how to mix colours using water colour paints

#### **Charcoal & Pastels:**

- Pupils will know how to create effects (rub, hatch, blend and erase) using charcoal and pastels
- Pupils will know how to blend colours using oil pastels

### **YEAR 5/6:**

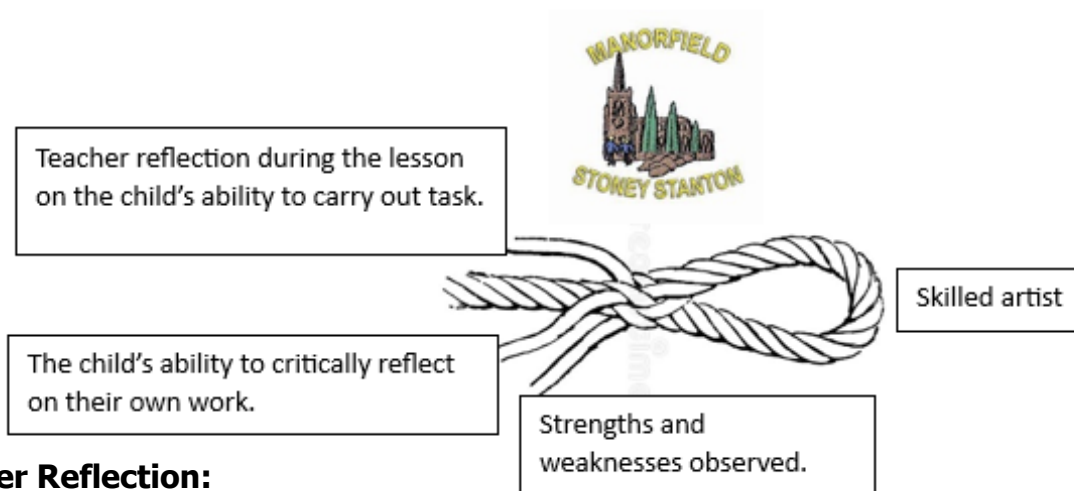
#### **Drawing:**

- Pupils will be confident in the use of pencil and pen to create a variety of lines
- Pupils will be able to choose the correct medium depending upon the task
- Pupils will be aware of how to draw different textures
- Pupils will be able to discuss proportion and perspective in artwork



## 7. Assessment in Art and Design

### The Manorfield Model



#### Teacher Reflection:

- Moving within the classroom and making observations is critical.
- Use of feedback booklets will ensure effective understanding of specific lessons and skills taught.
- Instant feedback to allow reflection.
- Allow time for children to reflect on progress during the lesson.

#### The child's ability to critically reflect on work:

- The use of sentence starters and consistent format of 'What, Think, Link' from EYFS to year 6 will enable children to show progression across the school.
- Differentiation in how children discuss art and make critical self-evaluation should be visible across key stages and within specific year groups.
- Evaluation can be recorded or written by an adult to navigate SEND difficulties.

#### Strengths and weaknesses observed:

- Based on the end piece and looking at observations over the unit and pupil evaluation, the strands weave together to show whether the child was competent and needed challenge or needed more scaffold.

#### Assessing art in Croft is a journey shown by:

- 1) Careful curriculum planning across all key stages.
- 2) Reflection and ongoing monitoring.
- 3) A child's ability through sketchbooks to improve their skills and ability to evaluate own work.
- 4) All children will leave Croft with an understanding of the key artists forms and how to use them.

## 8. RESOURCES AND WEBSITES

The following websites contain information on lots of different aspects of Art.

### Resources:

The Tate Gallery, London Modern Art <https://www.tate.org.uk/art>

The National Gallery, London A collection of old master paintings Teachers notes – scroll down to primary <https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>

The Crafts Council Organisation to support craft makers in the UK. They have a directory of makers that you can search to look for contemporary makers of specific disciplines.  
<https://www.craftscouncil.org.uk/directory/>

The Arts Council England Digital Art Development Toolkit  
<https://www.artscouncil.org.uk/publication/making-digital-work-toolkit>

MOMA New York There are many links to background information on different art disciplines  
[https://www.moma.org/learn/moma\\_learning/](https://www.moma.org/learn/moma_learning/)

Watch the five top tips video <https://www.moma.org/magazine/articles/255>

### Suggested websites:

<https://www.bbc.co.uk/bitesize/subjects/zn3rkqt>

<https://www.twinkl.co.uk/resource/ks2-summer-art-ideas-t-tp-6966>

<https://www.redtedart.com/art-projects-for-kids-great-artists/>

<https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-art>