



Subject Handbook

Art



St. John the Baptist
Catholic Primary School



Our Art Curriculum



Intent



At St. John the Baptist Catholic Primary School we believe that a high-quality Art education should 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.

Our Art curriculum aims to inspire children to express themselves in a creative, imaginative manner. Children are introduced to a range of works by famous artists in order to develop their knowledge of styles and extend their vocabulary. Our Art curriculum also provides children with the opportunities to develop and extend their proficiency in drawing, painting, sculpture, collage, textiles, print and digital media.

Children will develop their skills to think critically about art, be reflective, and evaluate their own work. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art.

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.

Art provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.



Our Art Curriculum



Implementation



Our EYFS at St. John the Baptist Catholic Primary School, provides an engaging and safe environment for our children to feel confident to be creative and to express themselves freely. The Early Years Foundation Stage (EYFS) framework suggests that the development of children's artistic and cultural awareness supports their imagination and creativity. We believe that each individual child has the power to create and make, to manipulate and contribute to the world, for the enjoyment of their own self and for others. There are three areas we focus on; Imagination and creativity, Self-expression and Communicating through arts. Our EYFS practitioners support our children to be creative. It is as much about encouraging attitudes of curiosity and questioning as about skills or techniques. They build on children's interests which can lead to them creating amazing inventions or making marks on paper that represent for them an experience or something they have seen. Encouraging children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.

We use the Primary Knowledge Curriculum to teach Art. This PKC art curriculum is a knowledge rich curriculum, and it supports planning of Art lessons across Key Stage 1 and 2. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.



Our Art Curriculum



Impact



Our curriculum provides a create a safe and inclusive environment where pupils are confident enough to express their ideas and not afraid to take risks with their work as emerging artists. We provide opportunities to engage and succeed in art. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

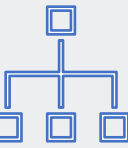
It is expected that evidence of the children's art will be recorded in sketchbooks which can include the work, or photographs of the work they produce each lesson. Sketchbooks may include written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work.

Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practicing process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

The Art subject leader uses teachers' assessment to ensure children are achieving expected standard at the end of each year group. This is done in the following ways:

- Looking at children's work in their sketchbooks.
- Interviewing the pupils about their learning (pupil voice).
- Class art floor books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Curriculum Rationale



Arts
PKC

Rationale and National Curriculum Coverage

PKC
Primary Knowledge
Curriculum

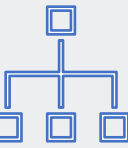
This art curriculum is a knowledge rich curriculum. Knowledge, in the realm of art means knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied. This process is cyclical. For children following the curriculum, becoming informed about the subject discipline of art is a process that takes place alongside a growing love for the subject. Meaningful opportunities for self-expression and individual response are woven through the curriculum, giving children space to learn who they are as an artist.

Units of work in the curriculum focus on the different *concepts in art* and different *types of art*. In this context *concepts in art* means the different elements of art (line, shape, colour, tone, form, space, visual texture and tone), how an artist combines these elements and produces art in different styles, for example realistic or abstract art. Different *types of art* means the different media used to make art (e.g. sculpture, architecture or painting), different subject matter (e.g. portraits, landscapes or history painting) and different artistic movements, historical periods or geographical cultures (e.g. impressionism, Anglo-Saxon art and Chinese painting).

The overall scheme of the curriculum provides for gradual progression in terms of *skills* (split into painting, drawing, 3D form, collage, textiles, printmaking and mixed media), introducing the children to as diverse a range of materials as possible. It also provides for progression in terms of knowledge of different *concepts* and *types of art* (for example *Style in Art* and *Narrative Painting* are studied in year 1, and then revisited in year 3 in *History Painting* and in year 5 in *Style in Art*). The structure of the planning also provides for progression in terms of *process* in art, both in terms of critical analysis of others' art and the necessary observation, exploration and evaluation needed for the children to create their own art. Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practising *process*. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

The curriculum fulfils the requirements of the National Curriculum for England and, as such, has as its focus the art of the Western world. This course of study seeks to show how art shapes our history and contributes to our national culture. It looks at key movements and historical periods in the history of Western art, studying art from ancient Greece and Rome, Anglo Saxon England, the middle ages, the Italian renaissance, Victorian art and architecture, French impressionism and modernism of the 20th century. Where a unit looks at a period in history which is also addressed in the history curriculum, the art unit is taught after the history unit. This allows the children to approach their study of art with a degree of confidence and 'expertise' and to consolidate their knowledge by creating connections between the different disciplines.

Curriculum Rationale



Arts
PKC

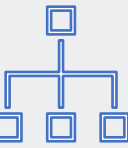
PKC
Primary Knowledge
Curriculum

A study of Western art necessarily lacks cultural diversity, and therefore specific units and artists have been added to the curriculum to introduce more balance, particularly bearing in mind the cultural diversity of the many primary schools. Year 5 study art from the Islamic world, western Africa and China and these units address the issue of accepted art history narratives, colonialization and empire and the influence of non-Western art on art of the Western world. Women artists have also been included, and in key stage 2 there is provision for discussing why women are under-represented in traditional Western art history narratives. Study of modernism and art from the 20th century in year 6 provides an opportunity to study art by women and artists from ethnic groups traditionally underrepresented in British art.

Three extra units have been included for years 5 and 6 and are designed to be substituted with other units if desired, so as to provide a measure of flexibility for schools following the curriculum. The units on the *History of Photography* and *History of Film* provide an opportunity to investigate art forms which are dominant in modern life. The unit on *Indian Painting* provides another opportunity to study the art of another culture and consider its influence on art of the Western world.

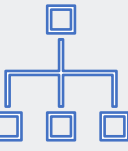
The table below breaks down the requirements of the National Curriculum for key stage 1 and key stage 2. Each unit of work covers each of the aims of the National Curriculum. The Curriculum Overview explains how this is achieved, summarising for each year group what concepts of art, types of art, skills and processes are covered. The Overview goes on to specify, in more detail, what artists, designers, architects, concepts and skills are covered in each unit. It is expected that evidence of the children's study will be recorded in sketchbooks which can include the work, or photographs of the work they produce each lesson. Sketchbooks may include written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work. These activities are all provided for in lesson to lesson planning. It may also be beneficial to include the knowledge organiser, learning objectives and multiple-choice quizzes in the sketchbook, so that both children and teachers can easily identify progression in knowledge, process and application of skills.

Curriculum Overview



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Colour	Line	Architecture	Style in Art/Narrative Art	Paintings of Children	Sculpture
Year 2	Colour and Shape	Colour, Shape, and Texture	Portraits and Self Portraits	Landscape and Symmetry	History Painting	Murals and Tapestries
Year 3	Line	Still Life and Form	Art of Ancient Egypt	Anglo Saxon Art	Architecture	Modern Architecture
Year 4	Light	Space	Design	Monuments of Ancient Rome	Monuments of the Byzantine Empire	Needlework, Embroidery, and Weaving
Year 5	Style in Art	Islamic Art and Architecture	Art from Western Africa	Chinese Painting and Ceramics	Print Making	History of Photography (alternative option: Take One Picture)
Year 6	Art in the Italian Renaissance	Renaissance Architecture and Sculpture	Victorian Art and Architecture	William Morris	Impressionism and Post-Impressionism	Art in the 20 th Century – Modernism and Beyond

Curriculum Coverage



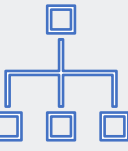
	Skills Progression	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1 Summary Concepts in Art: Colour, Line, Style Types of Art: Paintings of Children, Narrative Art, Architecture, Sculpture, Pointillism, Cubism Skills: Painting, Drawing, 3D form, Collage Process (analysing, exploring, observing, evaluation): verbal, observational and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, colour matching, accuracy, watercolour Drawing Using lines, using a ruler, observation, detail, pencil, charcoal, felt tips, oil pastels 3d form Modelling with clay – sticking and carving, model making with mixed media, casting plaster, sculpting with wire and Modroc Collage Collage with tissue paper - tearing	Colour Artists: Van Gogh, Bruegel, Vermeer, Hockney, Monet Concepts: Primary and secondary colours, warm and cool colours, tints and shades, rough and smooth brushstrokes Skills: colour mixing, holding and using a brush, using different brushstrokes PAINTING MIXED MEDIA	Line Artists: Rembrandt, Miro, Klee Concepts: Lines as basic tools, describing different lines, different materials for making lines, lines can be used to represent different things Skills: drawing different lines with different materials, drawing lines with a ruler, painting and colouring neatly inside shapes, drawing from the imagination DRAWING MIXED MEDIA	Architecture Buildings: Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo Concepts: Defining architecture, purpose, features, design process. Skills: line drawing (detail), collage with tissue paper, modelling with clay, designing for a purpose, model making with mixed media DRAWING 3D FORM COLLAGE	Style in Art/Narrative Art Artists: Seurat, Van Gogh, Tintoretto, Uccello, Moreau Concepts: style, painting technique, brushstrokes, pointillism, narrative paintings, characters in paintings Skills: painting with dots, using short brushstrokes, colour mixing, planning a painting, drawing from the imagination PAINTING DRAWING	Paintings of Children Artists: Hogarth, Bruegel, Hockney, Cassatt Concepts: Paintings can tell us about the past, art can give us messages, cubism Skills: Accurately copying shapes, colour matching, painting with watercolour, choosing which brush to use, drawing people from manikins, planning and arranging elements of a picture PAINTING DRAWING COLLAGE	Sculpture Artists: Degas, Kim Lim, Myung nam am, Gormley, Hepworth, Moore, Giacometti, Kapoor Concepts: Defining sculpture, materials, carving/building-up sketches/maquettes, casting, colour in sculpture, different styles, scale Skills: Drawing people from life, using charcoal, modelling with clay, casting in plaster, painting plaster and painting detail, sculpting with wire and Modroc DRAWING 3D FORM

Year 2 Summary Concepts in Art: Colour, Shape, Texture, Pattern, Symmetry Types of Art: Portraits, Landscapes, Anglo-Saxon Art, Murals, Tapestries Skills: Painting, Drawing, 3D form, Collage, Textiles, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, written and verbal evaluation of own artwork, working with others to produce an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, mark making to show texture, pencil, chalk, charcoal, oil pastels 3d form Modelling with clay – sticking and carving, sculpting with wire and paper, sculpting with natural objects Collage Collage with paper - cutting organic shapes, collage with textiles – colour matching Textiles Weaving Printing Mono-printing with polystyrene	Colour and Shape Artists: Kandinsky, Delaunay, Monet, Klee, Picasso, Calder Concepts: primary colours, secondary colours, warm and cool colours, tints and shades, geometric shapes, organic shapes Skills: colour mixing, drawing geometric shapes, using natural objects to draw organic shapes, creating sculptures with paper and wire, working as a team 3D FORM PAINTING DRAWING	Colour, Shape and Texture Artists: Matisse, Durer, Jan van Eyck Concepts: cut-outs, complementary colours, organic shapes, composition, visual texture Skills: colour mixing, selecting complementary colours, cutting organic shapes, creating texture with mark-making and colour, drawing with chalk and charcoal, graphite and oil pastels COLLAGE DRAWING	Portraits and Self-Portraits Artists: Leonardo da Vinci, Holbein, Hogarth, Van Gogh, Rembrandt, Kahlo, Picasso, Gentileschi Concepts: Portraits v self-portraits, representation in portraits, proportions of a face, cubism Skills: Planning and drawing a face, drawing a profile, mixing skin tones, drawing with oil pastels DRAWING PAINTING	Landscapes and Symmetry Artists: Constable, Turner, Rousseau, Leonardo da Vinci, Pollaiuolo, Kauffmann Concepts: What is a landscape, different methods to paint landscapes, Turner's style, symmetry in nature and art, temporary art Skills: Washes with a sponge, using bold brushstrokes, detailed drawing with oil pastels, creating sculptures with found objects MIXED MEDIA (DRAWING AND PAINTING) SCULPTURE	History Painting Artists: Picasso, Caravaggio, Antonio del Pollaiuolo, Kauffmann Concepts: History painting includes mythological paintings, biblical art and historical painting, narrative art, settings, showing different characteristics, different ways that stories are told Skills: sketching from imagination, using a ruler, drawing different characteristics, using chalk and charcoal to create tone, collage DRAWING MIXED MEDIA (DRAWING/COLLA GE)	Murals and Tapestries Artists/Art: Michelangelo, Leonardo da Vinci, Rego, The Lady and the Unicorn, tapestries, Albers, Banksy Concepts: What is a mural, frescoes, what is a tapestry, communicating stories and messages, composition Skills: mono-printing, weaving, creating a composition PRINTING TEXTILES
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Year 3 Summary Concepts in Art: Line, Form, Pattern, Symmetry Types of Art: Still life, History painting, Ancient Egypt, Architecture Skills: Painting, Drawing, 3D form, Collage, Printing, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, working with others to create an artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, using a sponge, accuracy, watercolour Drawing Using lines, observation, detail, using a ruler, line weight, sketching, pencil techniques to show tone, chalk and charcoal to show tone, oil pastels – working dark to light 3d form Modelling with clay – sticking and carving, clay relief, model making with mixed media Collage Collage with paper and tissue paper Printing Mono-printing with polystyrene	Line Artists: Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai Concepts: Lines as basic tools, lines with different materials, line weight, different types of line, different ways to use line, printing to create lines Skills: continuous line drawing, line weight, drawing contour lines, mono-printing DRAWING PRINTING	Still Life and Form Artists: Warhol, Morandi, Stubbs, Cezanne, Moser Concepts: What is a still life, still life throughout history, using tone to create form, highlight, shade/shadow, cast shadow, mid-tone, using colour to create form Skills: Pencil techniques to show form and tone, cross-hatching, drawing still life – what you see, layering oil pastels DRAWING	Art of Ancient Egypt Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death mask, Book of the Dead Concepts: Power of the Pharaohs represented in art, what is a bust, first use of paper, AE gods Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile 3D FORM DRAWING	Anglo Saxon Art Art: Sutton Hoo treasures, Lindisfarne Gospels, Bayeux Tapestry Concepts: Anglo-Saxon designs, interlocking and interlaced patterns, symmetry, illumination, embroidery Skills: Drawing fine detail, creating patterns, using different grade brushes, painting with watercolours, collage DRAWING PAINTING COLLAGE	Architecture Architecture/Architects: Parthenon (Callicrates), St Paul's Cathedral (Wren), Sagrada Familia (Gaudi), Grand Stupa Concepts: What is architecture/an architect, sculptures in relief - frieze (Parthenon marbles history), line and symmetry in architecture, features of architecture (towers/domes) Gaudi's use of curved lines, nature, mosaics and stained glass Skills: Using lines to create a design, working with clay to create a relief, building up and carving away, collage DRAWING SCULPTURE COLLAGE	Modern Architecture Architecture/Architects: Guggenheim Museum (Gehry), Scottish Parliament building (Miralles), Millau Viaduct (Foster), Serpentine Pavilion (Kere), London Aquatics Centre (Hadid) Concepts: modern vs traditional, function, inspiration, process: models and drawing, construction: engineers Skills: Showing tone in drawing, designing for function, observational drawing, using imagination when drawing, model making, problem solving, working as a team DRAWING 3D FORM
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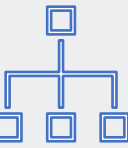
Year 4 Summary Concepts in Art: Light, Space, Design – Elements of Art, Pattern Types of Art: Ancient Rome, Byzantine Empire, Textiles Skills: Painting, Drawing, 3D form, Collage, Mixed media Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork	Painting Brush hold, brush choice, colour mixing, brushstrokes, ground and underpainting using acrylic, using paint to show tone, accuracy, watercolour Drawing Using lines, observation, detail, sketching, chalk and charcoal to show tone 3d form Cardboard reliefs, Model making with mixed media Collage Collage with paper Textiles Embroidery, weaving	Light Artists: Caravaggio, Vermeer, Goncharova, Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic DRAWING PAINTING	Space Artists: Matisse, Millet, Bonheur, Bruegel, Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard 3D FORM DRAWING	Design Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour DRAWING PAINTING	Monuments of Ancient Rome: Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team 3D FORM	Monuments of the Byzantine Empire Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantinian and Constantinian mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage PAINTING COLLAGE	Needlework, Embroidery and Weaving Designers/Artists: MacDonald, Hartnell –Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving TEXTILES
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Curriculum Coverage



<p>Year 5</p> <p>Summary</p> <p>Concepts in Art: Style, Colour, Pattern, Abstract</p> <p>Types of Art: Rococo, Modernism, Abstract, Islamic, African, Chinese, Printmaking</p> <p>Skills: Painting, Drawing, 3D form, Printing, Mixed media</p> <p>Process: (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.</p>	<p>Painting Using acrylic on canvas, creating texture with acrylic, painting with inks, using Chinese painting materials – brush use</p> <p>Drawing Using lines, rulers and compasses, observation, using pencil, using oil pastels and soft pastels to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), Cardboard reliefs,</p> <p>Printing Mono-printing with Perspex, screen-printing</p>	<p>Style in Art</p> <p>Artists/Designers: Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky</p> <p>Concepts: What is style in art, features of Rococo art and design, features of Modernist art and design, comparing Rococo and Modernist styles, features and ideas behind abstract art, colour theory in abstract art</p> <p>Skills: Using oil pastels and soft pastels to create light/shade and different marks, accurately copying shapes, independent design by drawing, painting with acrylic on canvases, painting patterns, using colour theory to make colour decisions, creating texture with acrylic</p> <p>DRAWING PAINTING 3D FORM</p>	<p>Islamic Art and Architecture:</p> <p>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p> <p>Concepts: Features of Islamic art and design – geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs – domes, minarets, arches, muqarnas.</p> <p>Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay – carving and building up, painting clay.</p> <p>DRAWING PAINTING 3D FORM</p>	<p>Art from Western Africa</p> <p>Art: Antelope headaddresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p> <p>Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art.</p> <p>Skills: Using 3d mixed media to design and create relief sculptures.</p> <p>3D FORM DRAWING</p>	<p>Chinese Painting and Ceramics</p> <p>Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p>Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe.</p> <p>Skills: Using Chinese painting materials and Chinese painting style – emphasis on brush use.</p> <p>PAINTING</p>	<p>Print Making</p> <p>Artists: Rembrandt, Hogarth, Hokusai, Warhol</p> <p>Concepts: Printmaking as an indirect art form: blocks, plates, silk screens. Printmaking can be a positive (relief), negative (Intaglio) or stencil process. Printmaking allows the creation of multiple versions of the same design.</p> <p>Skills: Mono-printing with Perspex, printing ink and pencils, screen-printing with stencils.</p> <p>PRINTING</p>	<p>History of Photography Or Take One Picture</p> <p>The artist(s), concepts and skills covered in this unit will depend upon the focus picture chosen by the National Gallery Take One Picture scheme.</p> <p>Photographers: Dorothea Lange, Lewis Wicks Hine, Jason Evans, Peter Keetman, Aaron Siskind</p> <p>Concepts: The beginnings and development of photography – camera obscura, daguerreotype, roll films, the Kodak camera, colour, digital photography. Victorian portraiture. Documentary photography. Abstract photography.</p> <p>Skills: Using a digital camera, composition - different views, angles and positions, using a viewfinder, zooming in, editing.</p> <p>PHOTOGRAPHY COLLAGE</p>	<p>Year 6</p> <p>Summary</p> <p>Concepts in Art: Realism - Observational Drawing, Linear Perspective, Science in Art, Painting en plein air, Pattern</p> <p>Types of Art: Renaissance Art and Architecture, Victorian Art and Architecture, The Pre-Raphaelites, Victorian Design – The Arts and Crafts Movement, Impressionism and Post-Impressionism, Modernism</p> <p>Skills: Painting, Drawing, 3D form, Collage, Printing</p> <p>Process (analysing, exploring, observing, evaluation): verbal, observational, analytical and imaginative drawing activities, annotation of artwork, sketching/creating a design for a finished piece, written and verbal evaluation of own artwork, independently choosing materials and creating a design for a finished artwork – this may be working with others to produce an artwork.</p>	<p>Painting Observation, Using watercolours – light to dark, broken brushstrokes, painting plaster</p> <p>Drawing Using lines, observation, using pencil, sketching, simplifying forms, using chalk and charcoal to show tone</p> <p>3d form Modelling with clay – sticking and carving (reliefs), casting in plaster</p> <p>Collage Collage with paper</p> <p>Printing Reduction printing with polystyrene</p>	<p>Art in the Italian Renaissance</p> <p>Artists: Michelangelo, Leonardo da Vinci, Raphael</p> <p>Concepts: Italy and 'rebirth' (rejection of middle ages), influence of Greek and Roman art, showing humanity and the natural world, anatomical drawings, painting styles – sfumato, comparison of Leonardo and Michelangelo, realism – linear perspective.</p> <p>Skills: Observational drawing, using plaster, designing and painting on plaster, using perspective to draw.</p> <p>PAINTING DRAWING 3D FORM</p>	<p>Renaissance Architecture and Sculpture</p> <p>Artists/Architects and architecture: Brunelleschi, Donatello, Ghiberti, Michelangelo, Il Duomo, Basilica of St Peter's</p> <p>Concepts: Dome design – Il Duomo, relief sculpture, using of linear perspective in sculpture, influence of classical sculpture, idealisation of human form, contrapposto</p> <p>Skills: Sketching architecture – simplifying forms, designing and creating a relief sculpture in clay - extended project.</p> <p>DRAWING 3D FORM</p>	<p>Victorian Art and Architecture</p> <p>Architects/Architectures: Pugin, Barry – The Houses of Parliament</p> <p>Concepts: Classical v Gothic architecture</p> <p>Skills: Drawing buildings. Developing drawing skills – quality of line, level of detail, observing shapes.</p> <p>Artists (Pre-Raphaelites) Rossetti, Millais</p> <p>Concepts: Reaction against 'ideal' forms of the renaissance. Aims as artists. Pursuance of photographic reality.</p> <p>Skills: Working in watercolour from light to dark. Observing nature closely.</p> <p>PAINTING DRAWING</p>	<p>William Morris</p> <p>Artist/Designer: William Morris – a detailed study</p> <p>Concepts: Morris as an architect, designer, writer, businessman, British Arts and Crafts movement, rejection of industrialisation, influence of Medieval art and design, influence of Islamic design, textile and wallpaper design, block printing and reduction printing.</p> <p>Skills: Creating a design based on nature, relief reduction printing.</p> <p>DRAWING PRINTING</p>	<p>Impressionism and Post-Impressionism</p> <p>Artists: Monet, Degas, Renoir, Cassatt, Cezanne, Van Gogh, Gauguin</p> <p>Concepts: painting out of doors, landscapes, scenes from everyday life, influence of Japanese prints, expressing light and colour with rapid brushwork, the influence of science about the way we see, changes of emphasis by the post-impressionists (Cezanne, Van Gogh, Gauguin).</p> <p>Skills: painting en plein air and with broken brushstrokes, use of chalk and charcoal for tone, collage</p> <p>PAINTING DRAWING COLLAGE</p>	<p>Art in the 20th Century - Modernism and Beyond:</p> <p>Artists: Picasso, Hepworth, Auerbach, Freud, Bowling, Himid</p> <p>Concepts: Modernism, cubism, abstract v figurative painting and sculpture, influence of the second world war, art produced about identity: race and gender.</p> <p>Skills: A child-led investigative approach where the children plan, design and create an artwork from materials of their choice, in response to looking at varied art from the 20th century.</p>
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Curriculum Coverage



Covered in each unit:

General Aims of the National Curriculum for KS1 and KS2

Produce creative work, exploring their ideas and recording their experiences

Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Evaluate and analyse creative works using the language of art, craft and design

Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms

KS1 Aims

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

Learn 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

KS2 Aims

Develop their techniques, including their control and their use of materials, with creativity and experimentation

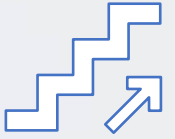
Develop an increasing awareness of different kinds of art, craft and design

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

Learn about great artists, architects and designers in history.

Progression of Knowledge



Key Stage 1 End points for Art:

Pupils should be 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 colour, pattern, texture, line, shape, form and space
- 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.

Year 1

Pupils will be taught:

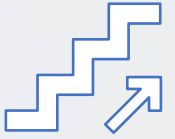
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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

Year 2

Pupils will be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- about great artists in history
- 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 with a range of materials for example, pencil, charcoal
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials for example, pencil, paint
- to use a range of materials creatively to design and make products
- to use drawing, develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, shape and texture
- about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Progression of Knowledge



Key Stage 2 End Points for Art:

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 3

Pupils will be taught:

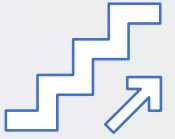
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal
- about great architects, artists and designers in history.

Year 4

Pupils will be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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, with a range of materials
- about great artists and designers in history.

Progression of Knowledge



Key Stage 2 End Points for Art:

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Year 5

Pupils will be taught:

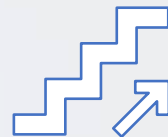
- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, with a range of materials
- about great artists and designers in history.

Year 6

Pupils will be taught:

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- 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 and painting with a range of materials
- about great artists in history.

Progression of Vocabulary



Year 1

Vocabulary

sculpture, 2d, 3d, material, carve, sculpture, sculptor, material, wax, clay, bronze, maquette, model, sketch, casting, mould, bronze, iron, patina, style, armature, plaster
artist, children, past, luxury, wealth, message, information, pose, position, line, shape, primary, secondary, mix, tint, shade, watercolour, brush size, detail, games/toys, past, today, change, difference, cubism

Year 2

Vocabulary

Mural, Sistine Chapel, Vatican City, Rome Genesis, God, Adam, The Pope, fresco, plaster, Portugal, National Gallery, discussion, Tapestry, weaving, woven, threads, loom, composition, Milan, Italy, The Last Supper, disciples, History painting, myth, mythological, painting, classical, narrative, characters, setting Theseus, Ariadne, Minotaur, Minos, Aegeus Crete, Naxos, Myth, history, painter, painting, maze, labyrinth, Spain, Minotaur,

Year 3

Vocabulary

Architecture, architect, design, modern, traditional, materials, features, function, innovative, function, design, inspiration, inspire, process, model, architectural, drawing, plan, section, elevation, construct, construction, engineer, Architecture, architect, frieze, in the round, in relief, Vertical, horizontal, diagonal, symmetry, asymmetry, pillar/column, inspire, nature,

Year 4

Vocabulary

needlework, thread, needle, sew, embroidery, stitch, cross-stitch, coronation, Embroidery, cross-stitch, lace, applique, weaving, tapestry, loom, warp thread, weft thread, empire, emperor, Byzantine Empire, Constantinople, mosaic, Ravenna, mosaic, ornate, Justinian, Theodora,

Year 5

Vocabulary

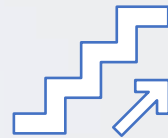
camera obscura, daguerreotype, exposure, Kodak, Roll-film, Develop, Carte-de-visite, photomontage, Lens, Shutter, Film, Expose, Develop, Negative, Print, Digital, Camera, Documentary, Photography, Viewfinder, Composition, Framing, panning, Purpose, Abstract, Composition, Zoom, Rule of thirds, Leading lines, Negative space, issue, design, elements of art, line, shape, colour, line, visual, texture, space, form, media, Indirect, edition, mono-print, relief (positive), printing, intaglio (negative), printing,,

Year 6

Vocabulary

Renaissance, medieval, classical, humanism, proportion, anatomy, dissect, tendon, technique, optics, fumato, fresco, plaster, fresco, plaster, sculptor, linear, perspective, vantage point, horizon line, vanishing point, impressionism, exhibit, en plein air, studio, transient effects, brushwork, landscape, En plein air, complementary colours, broken brushstrokes, Postimpressionism, constructive brushstrokes, emotion, imagination, complementary colours, Japanese, printmaking, designer, decorative arts,

Progression of Artists



Year 1

Relevant Artists:

Hepworth, Moore, Degas, Gormley, Rodin, Thornycroft
Hockney, Hogarth, Cassatt, Bruegel
Tintoretto, Uccello, Moreau, Van Gogh, Seurat
Miro, Klee
Monet, Hockney, Vermeer, Van Gogh, Bruegel

Year 2

Relevant Artists:

Piero della Francesca, Diego Rivera, Michelangelo, Banksy, Paula Rego
Angelica Kauffman, Maestro de Tavarrelle, Picasso
Constable, Turner, Rousseau, Leonardo da Vinci, Goldsworthy, Hobbema
Matisse, Durer, Jan van Eyck
Kandinsky, Delaunay, Klee, Picasso, Calder

Year 3

Relevant Artists:

Guggenheim Museum – Gehry, Scottish Parliament Building – Miralles,
London Aquatic Centre – Zaha Hadid, Millau Viaduct - Foster/Virlogeux
Parthenon - Ictinus, Callicrates, St Paul's Cathedral - Christopher Wren,
Sagrada Familia – Gaudi
Warhol, Morandi, Stubbs, Cézanne, Moser
Klee, Leonardo da Vinci, Picasso, Van Gogh, Rembrandt, Moore

Year 4

Relevant Artists:

Farrer, Hartnell, Raphael, Albers
Hagia Sophia – Justinian I, Basilica of San Vitale, St Catherine's Monastery –
Justinian I
Pantheon– Hadrian, Colosseum— Vespasian, Trajan's Column— Trajan

Year 5

Relevant Artists:

Man Ray, Dorothea Lange, Jason Evans, Aaron Siskind, Peter Keetman
Hogarth, Warhol, Hokusai, Rembrandt
Stubbs, Munch, Watteau, Chippendale, Van Doesburg, Breuer, Mondrian,
Delaunay, Pollock, Kandinsky, Rothko

Year 6

Relevant Artists:

Leonardo da Vinci, Raphael, Michelangelo, Brunelleschi
Monet, Renoir, Degas, Cezanne, Van Gogh, Gauguin, Cassat
Barry, Pugin, Millais, Rosseti
Brunelleschi, Ghiberti, Donatello, Michelangelo, Bramante, Raphael
Marc Quinn/Jen Reid, Thomas J Price, Picasso, Hepworth, Auerbach, Freud,
Bowling, Himid

Assessment



Evidence and Assessment

It is expected that evidence of the children's art will be recorded in sketchbooks which can include the work, or photographs of the work they produce each lesson. Sketchbooks may include written reflections on the work of other artists/designers/architects, as well as the children's written reflections on their own work.

Activities children are directed to undertake in lessons are designed with an eye to the importance of learning and practicing process. These activities include verbal and written observations and observational, analytical and imaginative drawing activities in key stage 1, leading to the process of independent investigation, observation, annotation, sketching, design and planning (allowing the children to experiment and invent) by the end of key stage 2. Independent and investigative study and the understanding of process is particularly provided for in the units which conclude the year for years 5 and 6.

Multiple-choice Quizzes

Multiple-choice quizzes will be included in the children's sketchbooks, so that both children and teachers can easily identify progression in knowledge, process and application of skills.



1. A mono-print is where:	<div><div>A</div>No prints are taken from a plate/block</div> <div><div>B</div>Many prints are taken from a plate/block</div> <div><div>C</div>One print is taken from a plate/block</div> <div><div>D</div>100 prints are taken from a plate/block</div>
2. Andy Warhol was famous for:	<div><div>A</div>Screen-printing</div> <div><div>B</div>Painting trees</div> <div><div>C</div>Etching</div> <div><div>D</div>Wood cuts</div>
3. A relief print can be made using:	<div><div>A</div>A metal plate</div> <div><div>B</div>A wooden block</div> <div><div>C</div>A cup of tea</div> <div><div>D</div>Watercolour paints</div>
4. Hokusai is famous for his wood cut prints of:	<div><div>A</div>Ben Nevis</div> <div><div>B</div>London</div> <div><div>C</div>Mount Fuji</div> <div><div>D</div>Mount Everest</div>
5. To make an intaglio print you need:	<div><div>A</div>A brush</div> <div><div>B</div>A printing press</div> <div><div>C</div>A kitchen</div> <div><div>D</div>Some acid</div>
6. Rembrandt used intaglio printing to make:	<div><div>A</div>Colourful screen-prints</div> <div><div>B</div>Pictures of trees</div> <div><div>C</div>Expressive self-portraits</div> <div><div>D</div>Pictures of mountains</div>

Arts

PKC

Arts

PKC

printmaking

an indirect art form, where the artist creates a design on a block, plate or screen which is then transferred to paper or fabric by pressing with printing ink

where an image is not created by drawing or painting directly on the paper but by applying ink to a plate or a block and pressing paper or fabric on top

the number of prints taken from one plate or block usually at the same time

a single print

printing created by ink raised parts of a printing block, e.g., woodcut/wood engraving and linocut

printing created by ink covering the sunken parts of a printing plate, e.g., drypoint/engraving/etching

printing where printing ink is forced through the small holes in a piece of material: a picture pattern is made by covering some of the holes with a stencil

wood cut / wood engraving

linocut

drypoint/engraving

etching

plate

block

printing press

a print made from a design cut in a block or wood

a print made from a design cut in a lino block

a print made by cutting lines into a metal plate with a needle

a print made by cutting lines into a metal plate by applying acid

a sheet of metal or plastic, with an image on it, from which copies are printed

a piece of wood or metal carved or engraved for printing on paper or fabric

a machine for printing from a plate

Rembrandt (c. 1630)

Self-Portrait in a Cap, Wide-Eyed and Open-Mouthed etching and drypoint

Hokusai (c.1830-1832)

South Wind, Clear Sky woodcut

Hogarth (1764)

Industry and Idleness - The Fellow Prentices at their Loom engraving

Arts

PKC

Printmaking

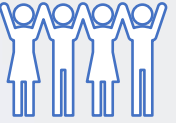
Lesson 6: Assessment

Teacher Knowledge

In this lesson the children will complete a quiz, showing what they have learnt during this unit and reflect on the success of their prints.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To show what I know about printmaking	To reflect on the success of my prints	Prior learning: Children to complete multiple choice quiz to demonstrate their understanding of this unit. Vocabulary: Read through Knowledge Objective and vocabulary.	All previously covered
Knowledge Goals	Success Criteria	Demonstrate/Task: In this lesson the children will finish their screen-prints if not already completed. Self-reflection: Children to look at their prints and write answers to the following questions: What is successful about my print? What would I do differently next time? Carefully model how answers to these questions should be specific e.g. I think my print is successful because..... Next time I would try to use.....	Relevant Artists
All previously covered	I can reflect on the success of my prints saying what is successful. I can reflect on the success of my prints saying what I would do differently next time.		

Inclusion



1.Explicit instruction - step-by-step modelling of what we want children to do, chunking the content and introducing new material in small steps

2.Cognitive and metacognitive strategies – opportunity to recall information to transfer it to our long-term memory

3.Scaffolding – pre-teaching, visual, verbal, written

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take, what their work should look like, an aid to access teaching and learning

Verbal scaffolds may involve re-teaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions

Written scaffolds will be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during a discussion, a word bank, a sentence starter, a writing frame, it could even be the child's own previous work used to support their recall.

Scaffolds provide temporary assistance to pupils so they can successfully complete tasks that they cannot yet do independently. We use scaffolds flexibly, evaluate their effectiveness and gradually remove them once they are no longer needed.

4.Flexible grouping - peer tutoring, Kagan grouping, flexible grouping

5.Assistive technology – to support delivery and recording of work

Rosenshine's Principles of instruction:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with pupil practice
- Ask questions and check responses
- Provide models
- Guide pupil practice, provide scaffolding and support
- Encourage independent practice and check pupil understanding



All children receive a high quality and ambitious education

All learners have access to the same academic opportunities by offering a stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential

It is vital that our children are equipped with the tools needed to become independent learners

Our curriculum will ensure that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection

We provide an accessible learning environment which is tailored to the individual needs of all pupils

Pupils are supported by adults following a cycle of assess, plan, do, review, making necessary adjustments to the curriculum to meet the needs of all pupils

All learners are respected and acknowledged for their personal contribution