

Art

During each key stage, pupils engage in projects focused on an area of Art as part of their curriculum. The projects are organised in a two-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each theme and deepen their understanding across each key stage, including the use of key concepts.

The National Curriculum for music aims to ensure that all pupils:

- 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

Supporting Documents

- Musical Development Matters in the Early Years - By Nicola Burke
- Model Music Curriculum for England - Published in March 2021 by the DfE
- Research review series: music - Published 12 July 2021 by Ofsted

Rationale

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory then nothing has been learned.

Sweller

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Ofsted Framework 2019

When students' brains link background knowledge with new text, they are better at making inferences and retain information more effectively.

Vacca and Vacca (2002)

Retrieval is built into the teaching cycle to ensure that children activate what they already know and can then build on their existing knowledge, making connections, securing key concepts, and deepening learning. Retrieval practice will help teachers to remind pupils of their previous learning and what they know from other subjects, as well as identifying what personal knowledge they bring to the new learning.

The Key concepts focus on creating confident, Independent, Adaptable, and Inspired children. By taking risks and experimenting with both personal and shared ideas the children build their confidence in expressing their ideas and putting them into fruition. They are given opportunities to become

independent during their planning and testing stage of their art through use of their sketch books which will be a personal document of their journey. Throughout the process from conception to creation children will learn to be adaptable through trial and error. Practicing the skills listed in the key concepts enables pupils to explore their own creativity. Children will be inspired by the work of different artists, craft makers and designers.

SKETCH BOOKS:

Art projects should be recorded in sketchbooks across the schools and should typically evidence the learning journey to include ideas, testing ideas, knowledge developed and an evaluation of what was effective or preferred. We should encourage children to treat their sketchbooks like journals and their thoughts and learning are collated and annotated in a way that they choose. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

Key skills should be practiced and built upon outside on the specific art projects and an opportunity to create within all topic work across the subject ranges should be identified for age related expectations to be met and key concepts deepened.

Reception

Learning within our reception year provides the knowledge, skills and understanding bedrock for future learning. Pupils; investigate and experience things, and 'have a go' concentrate and keep on trying if they encounter difficulties, and enjoy achievements have and develop their own ideas, make links between ideas, and develop strategies for doing things

Child Initiated Opportunities:

Free painting using a variety of colours with black and white always available to make different shades.

Provide range of colourful and sensory stimuli e.g. pictures, lights, books, colour filters (cellophane), kaleidoscopes.

Provide an investigative table with magnifying glasses which the children can use independently to look at the textures of bark, leaves, twigs, fabrics, wool, etc.

Treasure baskets of weaving materials, orange plastic mesh, trellis, cards wound with yarn, etc.

Provide play dough for rolling out and bending into shapes, and, for example, rolling flat and cutting out circles with pastry cutters or printing circles using solid shapes.

Access to baskets with a variety of different collage materials – as well as access to different types of glue and cutting tools.

By the end of reception year, children will have developed knowledge and skills in all areas of the EYFS, with provision and learning opportunities in each area, but with specific foundations for Art and Design through:

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function, for example:
- Create representations using a variety of media
- Explore colour mixing to create new colours
- Exploring colour/texture to make pictures
- Experiment with, and create different textures

- Adapt their work where necessary
- Create their own art pieces
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

Adapting Teaching for SEND

The Code of Practice says that every teacher is a teacher of SEND. The teachers have overall responsibility for those children and must ensure that they make appropriate progress. Children with identified SEND will have adjustments made in QFT in line with the Mainstream Core Standards. In addition, when planning and teaching the teaching sequence for each project, teachers will consider what adaptations can be made in order for all children to access teaching and learning. Where this is an adaptation beyond the MSC's, teachers will consider, in particular, how specific skills are being developed. Adaptive teaching will be considered and identified by teachers in the medium-term plan for each project. Subject leaders, alongside the SENDCo, will monitor the effectiveness of these adaptations.

Key Concepts

During art lessons pupils explore the following key concepts:

- **CREATIVITY**- Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork
- **KNOWLEDGE AND SKILL** - Pupils use colour, pattern, texture, line, shape, form, space, and tone
- **REFLECTION** - Pupils learn how to evaluate their work. Pupils learn about and evaluate the work of different artists, craft makers, designers

Key concepts	Specific Knowledge and Skills	
	Key Stage One	
	Cycle B	Cycle B
	My home (geography topic) (Drawing)	Van Gogh (Painting)
REFLECTION - Pupils learn how to evaluate their work. Pupils learn about and evaluate the work of different artists, craft makers, designers.	Pupils evaluate the paintings of John Kasyn (see below) They compare their work to the work of their peers and form opinions about what went well with their own piece of work and how they might improve it.	Pupils learn about the life of Van Gogh and how he did not become famous until after his death. They evaluate key pieces of his artwork. Pupils offer critical advice to others, including praise and how they might improve one aspect.

<p>CREATIVITY- Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork.</p>	<p>Pupils test, explore, and experiment with their ideas through their sketchbooks.</p>	<p>Pupils use sketchbooks to plan and develop their own ideas after discussing Van Gogh's quote 'I dream my painting and I paint my dream' and they discuss/evaluate pieces of his art work.</p>
<p>KNOWLEDGE AND SKILL - Pupils use colour, pattern, texture, line, shape, form, space, and tone.</p>	<p>Pupils explore the paintings of John Kasyn, in particular focusing on colour, pattern and shape (Canadian artist who used oils and watercolours to paint old houses in the inner core of Toronto, depicting buildings- https://www.klinkhoff.ca/artists/202-john-kasyn/overview/)</p> <p>Pupils learn how to create images of homes using pencil, chalk, soft pastel and with a focus on lines to enclose space and to develop their use of colour and shades. They learn about different grades of pencil and which grade is appropriate for effects, including lines of different thickness.</p>	<p>They learn about the use of colour to create mood and Van Gogh's painting techniques with acrylics in 2 of his most famous pieces, 'The Sunflowers' and 'Starry Night'. Pupils use acrylics and work with colour, line, shape and form to develop ideas in sketchbooks and to recreate 'Starry Night.'</p>
<p>Project Endpoints</p>	<ul style="list-style-type: none"> • Can explain how an artist uses colour, pattern and shape to depict a building/structure • Know how to use line and pattern to create enclosed space • suggest how artists have used colour, pattern, and shape • Know how to make line and shape drawings from observation adding colour and features • Can select a tool to achieve a desired outcome • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • evaluate their own and others' work, describing the formal elements of colour, line, shapes, textures and patterns 	<ul style="list-style-type: none"> • Name a famous artist and why he is famous • Know about the basic elements in art and the unique artistic style of a famous painter, and describe how this is similar to and different from other great artists • Can select colours to represent mood • Can explore and apply knowledge of techniques to re-create a piece of art inspired by a famous painter-eg. How the artist has used colour, pattern, and shape • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • evaluate their own and others' work, describing the formal elements of colour, line, shapes, textures and patterns

Key Concepts	Cycle A	Cycle A
	Snowdonia	Henry Moore (Sculpture)
<p>REFLECTION - Pupils learn how to evaluate their work.</p> <p>Pupils learn about and evaluate the work of different artists, craft makers, designers.</p>	<p>Pupils are exposed to samples of artists work (Turner, Constable, Sargent), to explore and use technique, gain inspiration and use ideas to inform their own work.</p> <p>Pupils develop skills in verbally describing their thoughts, ideas and intentions about their work. Talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes.</p>	<p>They learn about some of his famous pieces such as 'Family Group' and 'Oval with Points' at Kew Gardens and give their personal opinions about these works.</p> <p>Pupils use evaluation to understand what they need to do to improve and know that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others.</p>
<p>CREATIVITY- Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork.</p>	<p>Pupils learn to create a watercolour background before adding details using observations and close examination of a suitable photograph of the Snowdonia landscape.</p> <p>Pupils are encouraged to experiment with brushes and paint/pencils in sketchbooks.</p>	<p>Pupils learn that Moore's work often features hollow spaces within the work and they focus on Oval with Points.</p> <p>Pupils use sketchbooks to explore, plan and design their own sculpture, inspired by Henry Moore's 'Oval with Points', using pencils and mark-making to explore what pencils can do (see below). Pupils reflect on and think about how they will create their 3D sculpture from their drawings.</p> <p>They move on to practicing techniques with clay, then design, make and evaluate their own sculpture using their imagination, taking inspiration from works of Henry Moore.</p>
<p>KNOWLEDGE AND SKILL - Pupils use colour, pattern, texture, line, shape, form, space, and tone.</p>	<p>Pupils learn how to use a viewfinder to frame a landscape.</p> <p>Pupils explore line, tone and shape and space, both within the photograph of Snowdonia and within an artist's work, before applying their chosen technique to their painting.</p> <p>They learn how to begin to use scale when adding foreground detail.</p>	<p>Pupils learn about the abstract bronze sculptures of Henry Moore and discuss the features, (lumps, bumps, and holes; flowing abstract shapes).</p> <p>They learn that he was inspired by nature and the shapes that he found in natural objects.</p> <p>Pupils learn that he sketched the hills near where he grew up and collected interesting stones, animal bones and tree roots on his regular walks in the</p>

		<p>countryside. He used these bumpy, twisted natural forms to inspire his sculptures.</p> <p>Pupils learn the techniques of cross-patching to create tone, and explore different ways to make lines (curved/straight). They learn to use line, shape, space and tone to draw their natural shape initially.</p> <p>Pupils practise techniques (rolling, squeezing, pulling and pinching, creating holes) to change the surface of a malleable material before creating their own sculpture inspired by Moore's Oval with Points.</p>
Project Endpoints	<ul style="list-style-type: none"> • Can make connections between my own work and patterns in the environment • Name a famous artist and why they are famous • suggest how artists have used colour, pattern, and shape • Know how to use a viewfinder • Can compare colour/shape to natural environments and recreate • know how to mix paint to create all the secondary colours • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • Create original pieces that show a variety of influences • evaluate their own and others' work, describing the formal elements of colour, line, shapes, textures and patterns 	<ul style="list-style-type: none"> • Name a famous sculptor and why he is famous • Know about the style of a famous sculptor, and describe how this is similar to and different from other great sculptors • Can explore and apply knowledge of techniques to re-create a piece of artwork inspired by a famous sculptor • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • evaluate their own and others' work, describing the formal elements of colour, line, shapes, textures and patterns

VOCABULARY PROGRESSION KS1

The language we use with children is important because it helps shape the way we think about (and facilitate) creativity. For this reason, the vocab list includes “approaches” as well as more technical vocab. Over time these words help shape the way pupils think about what kinds of creative activity work best for them.

Activities & Techniques: Look, Explore, Play, Enjoy, Discover, Try, Share, Know, Draw, Sketch, Sketchbook, Drawing Exercise, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage, roll, spiral, coil, mold.

Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Camera, Photograph, Video, Modroc, Clay, Plasticine, Quick Print Foam, Watercolour

Concepts: Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d, Empty spaces.

Tools: Scissors, Brushes, Palettes, Rollers, Hand, Camera, viewfinder.

Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be) Perspective

Deepening Understanding

When learning during the music projects pupils will deepen their knowledge in:

Pupils recognise that by experimenting with an open mind, ideas can be generated through doing as well as thinking and that art is different to most subjects at school as they can invent and discover. Pupils independently develop a range of ideas which show curiosity, imagination, and originality. They develop confidence in drawing and build creativity through experimenting, exploring and using imagination. They systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches, expressing their uniqueness through their own work.

Through the art projects, pupils gain a deepening understanding of the techniques and skills taught in the different areas of art and they build knowledge of what varied materials and techniques can offer the creative individual., including: the formal elements in art; the mood/emotions that a piece of art conveys; the process of the artwork – when and how was the work made.

They learn about the work of a range of artists, craft makers and designers and describe the differences and similarities between their practices. They make links to their own work as seen in their sketch books, which allows them to review and revisit ideas, to improve their mastery of art techniques with a range of materials.

Pupils can give reasoned evaluations of both their own, their peers, and professionals’ work, taking into account the starting points, intentions, and context behind the work. They learn how to fairly appraise their work and know that they should not be too self-critical. Pupils know that appraising and evaluating work is a vital part of the art process.

Key Concepts	Specific Knowledge and Skills Lower Key Stage Two	
	Cycle A	Cycle A
	Mayans	Andy Goldsworthy & Antony Gormley
REFLECTION - Pupils learn how to evaluate their work. Pupils learn about and evaluate the work of different artists, craft makers, designers.	<p>Pupils learn about the historical use of masks in Mayan society, the several types of masks (e.g., Death and Event masks), who wore them and the role they played in Mayan culture. They explore the role and purposes of artists, crafts people and designers working in different times and cultures, and They investigate a range of Mayan masks looking at the colours, materials, symbols, animals etc and evaluating the product.</p> <p>Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Pupils use evaluation to understand what they need to do to improve and that all artists do this.</p>	<p>Pupils learn about land art and how artists use material from nature to create art and sculptures and how the landscape is linked to the piece of art. They learn about how land art aims to heighten awareness of the beauty of nature.</p> <p>They learn about land artist Andy Goldsworthy and his contribution and how he only uses natural tools he finds in nature to create his art, and how effective this is in making an observer stop and think.</p> <p>They learn how Gormley's sculptures are based on the human body and how he uses sculptures to explore humans' relationship with nature.</p> <p>Pupils describe and evaluate the work of the artists studied, describing the formal elements, such as colour, line, shapes, textures and patterns used. They talk about their work, demonstrating their understanding of how it has been sculpted, modelled or constructed.</p>
CREATIVITY - Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork.	<p>Pupils use sketchbooks to develop ideas, plan and design a mask using mixed media.</p> <p>They annotate their work and move on to design and create a mask, inspired by Mayan masks and their cultural role.</p>	<p>Pupils use sketchbooks to develop ideas, plan and design.</p> <p>They explore and learn to use natural materials to create their own artwork in the style of Goldsworthy.</p>

<p>KNOWLEDGE AND SKILL - Pupils use colour, pattern, texture, line, shape, form, space, and tone.</p>	<p>Pupils learn about the distinct types of art the Mayans produced and the tools, techniques (form ,shape , pattern and texture), and materials they used.</p> <p>They learn the technique of collage and explore the use of mixed media, including overlapping and layering.</p> <p>Pupils further develop their skills in cutting and joining.</p>	<p>Pupils learn about the technique of casting to create sculptures and practice similar techniques sculpting with modroc.</p> <p>Pupils develop their knowledge and skills in the use of tools and materials to carve, add shape, add texture and pattern, and develop cutting and joining skills, e.g. using wire, coils, slabs and slips</p>
<p>Project Endpoints</p>	<ul style="list-style-type: none"> • Know and describe the traditional arts and crafts of the Mayan people, explaining some of the features and • represent them using mixed media elements • evaluate visual examples and use vocabulary based on the visual and tactile (if appropriate) elements • Know how stimuli can be used as a starting point for 3D work with focus on pattern and texture • Use sketchbooks to experiment, test and develop ideas • Build a functional form using a range of techniques and surface decoration • Know and use technical art vocabulary when talking and evaluating artwork, when annotating in sketch books and when refining/altering ideas and explaining choices • Can compare own designs and pattern making with those from periods of history and from different cultures – Mayans • Make progress in controlling line & shading with, for example, graphite, chalks, and charcoal to present shape, form and light and shade 	<ul style="list-style-type: none"> • Know and describe how the beauty of nature can be portrayed through art • Know the name of famous artists and can describe, evaluate and compare features of their work • Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture • Make informed choices about the technique chosen • Make progress in controlling line & shading with, for example, graphite, chalks, and charcoal to present shape, form and light and shade • Understand how structure needs to be created to hold its shape, have volume • Plan, design and assemble materials to sculpt a new form using Modroc-adapt the model • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books and refining/altering ideas and explaining choices • Use sketchbooks to experiment, test and develop ideas
<p>Key Concepts</p>	<p>Cycle B</p>	<p>Cycle B</p>

	Leonardo Da Vinci	Ancient Greece
REFLECTION - Pupils learn how to evaluate their work. Pupils learn about and evaluate the work of different artists, craft makers, designers.	Pupils learn about the renaissance period and the effect/influence this had on Leonardo Da Vinci's drawings. They learn about drawing for purpose looking at how Da Vinci used sketchbooks to record his observational drawings of the topics that he was interested in. They learn about Da Vinci's most famous pieces of art and share their own responses to such works, using key vocabulary to talk about and compare the artist's work. Pupils explain their opinion of key pieces of work – what attracts? Does the artwork invoke an idea/concept/thought? Is there something that keeps you looking at the piece? Pupils appraise their own work and others' work and understand how to improve it, accepting criticism of other pupils. They learn that it is a vital part of the art process.	Pupils learn about life in ancient Greece. They learn about the variety of different sculptures and their uses in Ancient Greece, exploring examples of Ancient Greek pots. When would pots be used? What would they be used for? Discuss the types of things ancient Greeks ate and drank. Is this reflected in the types of pots? They learn about how historians use artefacts such as pots to discover what life was like in Ancient Greece. Pupils use sketchbooks to explore ideas for design and to alter in order to refine and develop ideas. Pupils make careful and considerate judgments about own and others' work without comparing their own work to that of others. They use evaluation to understand what they need to do to improve and understand that all artists do this.
CREATIVITY - Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork.	Children apply techniques explored and learnt, to create their own portraits. Pupils use sketchbooks to explore ideas and to develop, alter and refine those ideas, and to record key techniques and skills.	Pupils create their own pots and use their imagination to design the artwork to depict an important aspect of the Ancient Greek Civilisation. They use their fingers, rolling pins and carving utensils to create their pottery models. Pupils recreate traditional patterns and paintings when decorating their models, for authenticity.
KNOWLEDGE AND SKILL - Pupils use colour, pattern, texture, line, shape, form, space, and tone.	Pupils learn about the different techniques Da Vinci used in his drawings and how to recreate these in their own drawings using a variety of mediums (pencil, charcoal, pastels, and chalks). They learn about how Da Vinci used shading, line and tone in his work and the techniques used to create these. They learn about Da Vinci's influence on portraits and the techniques he used to create his portraits.	Pupils learn about the styles and features of ancient Greek pottery and about the separate ways in which pots were made and their different uses – they develop observational skills in order to think about how the use of the pot may relate to its design. They continue to learn about the different techniques when using clay (joining, fixing, shaping) and further refine their skills in applying techniques.
	<ul style="list-style-type: none"> Can name a famous artist and explain why they he is famous 	<ul style="list-style-type: none"> Know and describe the traditional styles and features of ancient Greek pottery, including the intended function

Project Endpoints	<ul style="list-style-type: none"> • Know features of the renaissance period • Describe the work of a great artist, including his style and features of his most famous works, and describe how this is similar to and different from other great artists • Know about and can use a variety of mediums in their own drawings • Make progress in controlling line & shading with, for example, graphite, chalks, and charcoal to describe shape, form and light and shade • Know how to use shading, line and tone to create a portrait • Draw a portrait using the correct proportions, leaving a symbol to communicate a clue about the person • Apply knowledge of symbolism within self-portrait (Mona Lisa) • Create a portrait inspired by Leonardo • Use colour to portray emotions • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • work with others respectfully and to evaluate their own and others' work fairly 	<ul style="list-style-type: none"> • Can describe some aspects of life in Ancient Greece and know that artefacts are used build a picture of what life was like • know how different artists/civilisations developed their specific techniques • Know how stimuli can be used as a starting point for 3D work with focus on form , shape , colour and pattern • experiment with the styles used by other artists/civilisations • Know how structure needs to be created to hold its shape, have volume • Can design and make a 3D form using a different clay techniques • use pattern & texture for desired effects and decoration, learning to manipulate light and shade for dramatic effect • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • Can compare own designs and pattern making with those from periods of history – Ancient Greece – and use this knowledge to embellish own art piece • work with others respectfully and to evaluate their own and others' work fairly
Vocabulary Progression LKS2	<p>Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, Drawing what you See, Draw, Make, Paint, Print, Mono printing, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Layering, Sew, Mixed Media,</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks,</p> <p>Digital Media: Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects, Quick Print Foam</p> <p>Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing,</p>	

	<p>Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Sculpture, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Hyper-reaslmism, juxtaposition.</p> <p>Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hand.</p> <p>Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design)</p>
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Deepening Understanding

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Pupils recognise that by experimenting with an open mind, ideas can be generated through doing as well as thinking and that art is different to most subjects at school as they can invent and discover. Pupils independently develop a range of ideas which show curiosity, imagination, and originality. They develop confidence in drawing and build creativity through experimenting, exploring and using imagination. They systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches, expressing their uniqueness through their own work.

Through the art projects, pupils gain a deepening understanding of the techniques and skills taught in the different areas of art and they build knowledge of what varied materials and techniques can offer the creative individual., including: the formal elements in art; the mood/emotions that a piece of art conveys; the process of the artwork – when and how was the work made.

They learn about the work of a range of artists, craft makers and designers and describe the differences and similarities between their practices. They make links to their own work as seen in their sketch books, which allows them to review and revisit ideas, to improve their mastery of art techniques with a range of materials.

Pupils can give reasoned evaluations of both their own, their peers, and professionals' work, taking into account the starting points, intentions, and context behind the work. They learn how to fairly appraise their work and know that they should not be too self-critical. Pupils know that appraising and evaluating work is a vital part of the art process.

Key Concepts	Specific Knowledge and Skills Upper Key Stage Two	
	Cycle A	Cycle A
	Bridget Riley and Patrick Heron	Brazil

<p>REFLECTION - Pupils learn how to evaluate their work. Pupils learn about and evaluate the work of different artists, craft makers, designers.</p>	<p>Pupils learn about 'Op Art' and the influence Bridget Riley has had on this form of art. Pupils learn how Op Art has influenced the world of textiles and design (fashion). Pupils describe and evaluate the work of the artists studied, describing the formal elements, such as colour, line, shapes, textures and patterns used. They talk about their work, demonstrating their understanding of how it has been sculpted, modelled or constructed.</p>	<p>Pupils learn about the features of landscapes through studying pictures of Brazilian landscapes. They learn about the different methods and approaches of landscape artists, for example: Constable, Monet, Cezanne. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Pupils use evaluation to understand what they need to do to improve and that all artists do this.</p>
<p>CREATIVITY- Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork.</p>	<p>Pupils learn there are different strands of abstract art. They learn about the meaning behind abstract art and how it can be interpreted differently and focus on Patrick Heron's contribution. Pupils learn methods of using ICT to create digital Op Art/and or learn about different printing techniques and process. They learn that printing can be used to create repeated patterns and apply this to create Op Art. Pupils use sketchbooks to practice, try out and refine ideas and techniques.</p>	<p>They learn about different watercolour techniques and experiment and then use these in their Brazilian landscape art, to include creating a background wash. Pupils use sketchbooks to practice, try out and refine ideas and techniques.</p>
<p>KNOWLEDGE AND SKILL - Pupils use colour, pattern, texture, line, shape, form, space, and tone.</p>	<p>Pupils learn about the visual elements of colour, shape, and space and how artists such as Patrick Heron have combined these to produce abstract images. They learn how colours are used to create feelings and how they contribute to the visual effect, using painting techniques to show style of Heron.</p>	<p>They learn about the importance of perspective and the different methods artists use to create perspective and how to use these in their own Brazilian landscape art.</p>
<p>Project Endpoints</p>	<ul style="list-style-type: none"> • Can formulate their own interpretation of a piece of abstract art and compare these interpretations to the intentions of the artist • Know about, and can compare the painting techniques and styles of two famous artists 	<ul style="list-style-type: none"> • Know and describe features of Brazilian landscapes • Know and describe techniques used by landscape artists • Know how to create perspective in landscape art

	<ul style="list-style-type: none"> • Know about and describe Op Art, and know how to use ICT to create a digital piece of art, inspired by famous artists • confidently mix secondary and tertiary colours, being able to control these to suit their own purpose • control paint, for example, to make things appear lighter and further away or with darker, more intense hues to bring them closer • use line with confidence to represent own ideas and compositions • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • work with others respectfully and to evaluate their own and others' work fairly 	<ul style="list-style-type: none"> • Know and apply knowledge of different watercolour techniques • Know how to create a background wash, preparing the surface for paint • control paint, for example, to make things appear lighter and further away or with darker, more intense hues to bring them closer, when painting landscape • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • work with others respectfully and to evaluate their own and others' work fairly
Key Concepts	Specific Knowledge and Skills Upper Key Stage Two	
	Cycle B	Cycle B
	Dali and Picasso	Egyptians
REFLECTION - Pupils learn how to evaluate their work. Pupils learn about and evaluate the work of different artists, craft makers, designers.	<p>Pupils learn about surrealism and how surrealist artists created artwork that explored the subconscious areas of the mind, and how the artwork often made little sense as it was usually trying to depict a dream of random thoughts.</p> <p>They learn about surrealist artist Dali, and the meanings behind some of his most famous works and the techniques he has used to portray them.</p> <p>They learn about cubism and how cubist artists such as Picasso use geometrical shapes to create their artwork. They learn about the influence Picasso had on cubism when he introduced colour and collage.</p>	<p>Pupils learn about how historians use artefacts such as jewellery to discover what life was like for the Egyptians. They learn about who wore the jewellery and what this symbolised.</p> <p>Pupils appraise their own work and understand how to improve it, accepting criticism of other pupils. They understand that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.</p>

	<p>They learn about how artists like Picasso use colour to portray emotions.</p> <p>Pupils appraise their own and others' work, making careful judgements on what they are impressed with and what might be improved next time.</p>	
CREATIVITY- Explore ideas, invent, imagine, problem solve. Pupils learn how to use their imagination and take risks when being creative. They express personal ideas when planning their own artwork.	<p>Pupils explore and interpret their own imaginative composition that demonstrates surrealist influences, using a sketchbook for the exploration and initial development of ideas.</p> <p>They focus on the use of collage to enhance and portray intended ideas.</p>	<p>Pupils use their sketchbooks to test ideas and develop creativity.</p> <p>They learn how to design and make their own piece of Egyptian jewellery using more than one material.</p>
KNOWLEDGE AND SKILL - Pupils use colour, pattern, texture, line, shape, form, space, and tone.	<p>Pupils learn about how perspective and tone in cubism creates the illusion of three-dimensional objects.</p> <p>Pupils explore and develop their skills in the use of different techniques that surrealist artists used to create their own artwork: they learn more about collage as the process of creating a work of art by sticking various materials to a surface, such as scraps of paper, fabric, newspaper clippings, photographs, text etc." - it was a key technique used by the Surrealist Picasso for its ability to transform reality in unexpected and yet recognisable ways.</p>	<p>Pupils learn about the materials and techniques that the Egyptians used to make jewellery.</p>
Project Endpoints	<ul style="list-style-type: none"> • can explain what Surrealism and Cubism means • Know that the Surrealism movement came from the huge changes which occurred between the world wars, and that these artists explored the realms of fantasy and irrationality and through this exploration, created some weird and wonderful artworks • Can name famous artists and explain why they are famous 	<ul style="list-style-type: none"> • Know and describe the traditional arts and crafts of the Egyptians and • represent them using mixed media elements • know that Egyptian jewellery was used for adornment, social status, and protection • Know how stimuli can be used as a starting point for 3D work with focus on form , shape , colour and pattern • Know how structure needs to be created to hold its shape, have volume

	<ul style="list-style-type: none"> • Know and can describe intended meaning in artwork • can identify surreal elements in artworks using key knowledge and skills vocabulary • can share an opinion using key vocabulary • Know and can describe and compare features of two different styles of art • Know how stimuli can be used as a starting point for a piece of art, and draw on features and approaches when developing own artwork • Can use different methods to apply colour using a variety of tools and techniques to express mood/emotion • confidently mix secondary and tertiary colours, being able to control these to suit their own purpose • control paint, for example, to make things appear lighter and further away or with darker, more intense hues to bring them closer • use a sketchbook to experiment, test and develop ideas • Know and use technical art vocabulary when evaluating artwork, and when annotating in sketch books • work with others respectfully and to evaluate their own and others' work fairly 	<ul style="list-style-type: none"> • Can design and make a 3D form using a range of techniques and surface decoration, and consider its function • know how to apply pattern and texture with confidence to decorate or embellish • use a sketchbook to experiment, test and develop ideas • Know and use technical art vocabulary when talking and evaluating artwork, and when annotating in sketch books • Can compare own designs and pattern making with those from periods of history – Egyptians – and use this knowledge to embellish own art piece • explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art • work with others respectfully and to evaluate their own and others' work fairly
Vocabulary Progression UKS2	<p>Activities & Techniques Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Draw, Sketch, Make Notes, Sketchbook, Drawing Exercise, Mark Making, Collect, observation, Draw, Make, Paint, Print, Mono printing, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate, Layering, Sew, Mixed Media,</p> <p>Materials: Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Foamboard, Carbon paper, Paper, Sugar Paper, Fabric, String, Thread, PVA, Glue Sticks,</p> <p>Digital Media: Camera, Photograph, Video, Modroc, Clay, Plasticine, Wire, Found Objects.</p>	

Concepts: Starting Point, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Stimuli, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Armature, Model, Space, Design, Typography, Open-ended, Creative Response, Visual Literacy, Design through Making, Fashion, Relationships to other Artforms, Aesthetic, Hyper- realism, perspective

Tools: Scissors, Pliers, Needles, Brushes, Palettes, Rollers, Hands

Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice skills), Explore (Try new things without knowing what the outcome might be), Revisit (Revisit previous experiences in new contexts), Purpose (What is it for? E.g., personal wellbeing, social benefit, community cohesion, design), Creative Risk-Taking v Playing Safe (Which feels right for me?)

Deepening Understanding

When learning during the music projects pupils will deepen their knowledge in:

Pupils recognise that by experimenting with an open mind, ideas can be generated through doing as well as thinking and that art is different to most subjects at school as they can invent and discover. Pupils independently develop a range of ideas which show curiosity, imagination, and originality. They develop confidence in drawing and build creativity through experimenting, exploring and using imagination. They systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches, expressing their uniqueness through their own work.

Through the art projects, pupils gain a deepening understanding of the techniques and skills taught in the different areas of art and they build knowledge of what varied materials and techniques can offer the creative individual., including: the formal elements in art; the mood/emotions that a piece of art conveys; the process of the artwork – when and how was the work made.

They learn about the work of a range of artists, craft makers and designers and describe the differences and similarities between their practices. They make links to their own work as seen in their sketch books, which allows them to review and revisit ideas, to improve their mastery of art techniques with a range of materials.

Pupils can give reasoned evaluations of both their own, their peers, and professionals' work, taking into account the starting points, intentions, and context behind the work. They learn how to fairly appraise their work and know that they should not be too self-critical. Pupils know that appraising and evaluating work is a vital part of the art process.