

With **Christ** at the
centre, our *Dream*
is for **greatness** in our
learning, to

Believe in our
unique talents, to be
Guardians of
life & creation

and to *Achieve*
a better world, by
living life to the full.

Art & Design Subject Overview Report

2020-2021



Intent: What do we aim to do in Art & Design?

"Creativity is God's gift to us. Using our creativity is our gift back to God."

– Julia Cameron

Rationale

Through their experience of Art and Design at St Joseph and St Bede, our children will be able to live out our Gospel Values and be provided with opportunities to Dream, Believe and Achieve in their learning.

What are our main aims in Art and Design?

Our DREAM is for greatness in our learning...

- To raise the aspirations of our children by providing memorable Art and Design learning experiences.
- To expand our children's artistic vocabulary and enable them to express ideas and opinions.

...to BELIEVE in our unique talents...

- To help our children gain a sense of their own identity and discover their strengths and talents.
- To enhance our children's confidence and self-esteem.

...to ACHIEVE a better world...

- To promote our children's mental health and well-being through self-expression.
- To celebrate the diversity of different cultures.
- To develop successful learners who enjoy learning, make progress and achieve.
- To develop confident individuals who are able to live safe, healthy and fulfilling lives.

Aims are inspired by 'Dream, Believe, Achieve'



SIP Focus:

Priority 1 – Good teaching, challenging learners, good progress.

Priority 4 – Develop positive behaviours and attitudes to aid personal development.



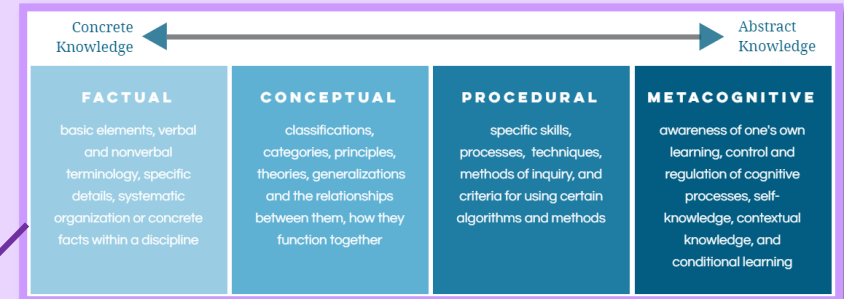
Intent: Progression of Skills

Updated progression for 2021-2022

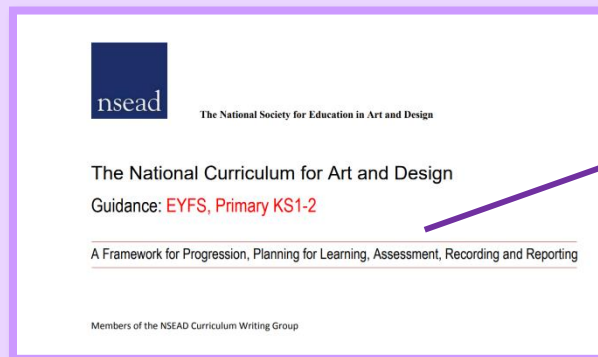


National Curriculum Statements for KS1 and KS2

Links to Bloom's revised taxonomy of 2001 – Knowledge Dimension



National Society for Education in Art and Design's (NSEAD) progression framework.



St Joseph and St Bede RC Primary School Art and Design								
	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Links: In KS1, 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. In KS2, pupils should 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 improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.								
Making Skills (Procedural Knowledge)	Drawing		• Know that a pencil makes marks. • Know that the marks they make can represent objects familiar to them. • Observe their own face and to represent features of their face through drawing. • Explore different materials to draw – charcoal, pastels, chalk, pencil.		• Explore mark making, experiment with drawing lines and use 2D shapes to draw. • Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.		• Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. • Use a range of drawing media. • Draw still life from observation and for mark making. • Further develop understanding of geometry and mathematical proportion when drawing.	
	Painting		• Know that paints make marks. • Know that an easel can be used to hold paper for painting. • Know that paint pots hold different colour paints. • Know that paintings need to dry on the drying rack. • Use a pincer grip to hold a paintbrush correctly, near the top. • Begin to mix paints. • Explore different mark making equipment with paint.		• Develop skill and control when painting. • Paint with creativity and expression.		• Further improve skill and control when painting. • Apply greater expression and creativity to own paintings. • Analyse painting by artists.	
	Craft, design, materials and techniques		• Know that materials can be joined with glue or tape. • Know that malleable materials can be changed using squeezing, stretching, twisting, rolling, pinching and using tools. • Explore sticking different objects and textures to a backing to create a collage. • Cut shapes using scissors. • Use glue and masking tape to join and fasten. • Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures.		• Learn about a range of materials and techniques such as clay etching, printing and collage. • Use a range of materials to design and make products including craft, weaving, sculpture and clay.		• Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. • Make art from recycled materials, create sculptures, print and create using a range of materials. • Learn how to display and present work.	
	Drawing		• Further develop drawing from observation. • Draw using perspective, mathematical processes, design, detail and line. • Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.		• Control brush strokes and apply tints and shades when painting. • Paint with greater skill and expression. • Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.		• Create mixed media art using found and reclaimed materials. • Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.	

Intent: Progression of Skills

Updated progression for 2021-2022

Making Skills (Procedural)

- Drawing
- Painting
- Craft, design materials and techniques
- Knowing and applying the formal elements (Colour, form, line, pattern, shape, texture, tone)

Generating Ideas (Conceptual)

- Sketchbooks
- Creating original artwork

Knowledge (Factual)


- Artists, craftspeople and designers

Evaluation (Metacognitive)

- Identifying similarities and differences to others' work
- Reflecting


St Joseph and St Bede RC Primary School

Art and Design

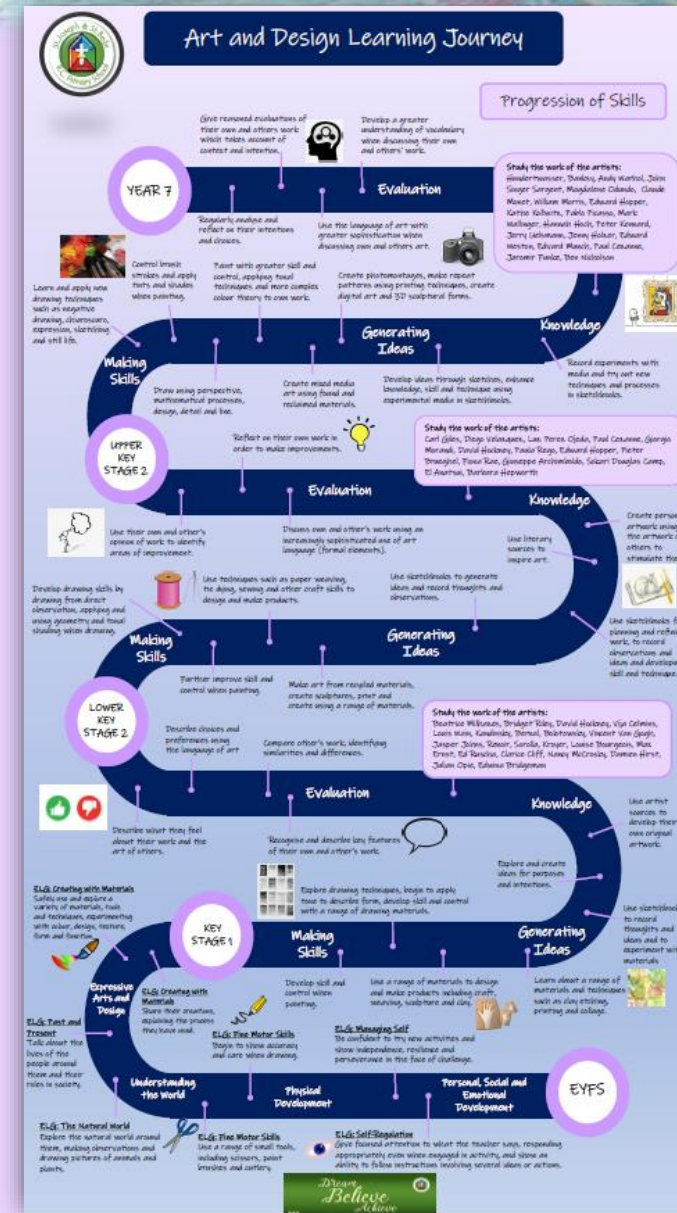
EYFS			KS1		LKS2		UKS2	
Nursery		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Links: In Ks1, Pupils should be taught: <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products. • to use drawing, painting and sculpture to develop 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 In Ks2, pupils should be taught: <ul style="list-style-type: none"> • 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. 								
 Making Skills (Procedural Knowledge)		Drawing	<ul style="list-style-type: none"> • Know that a pencil makes marks. • Know that the marks they make can represent objects familiar to them. • Observe their own face and to represent features of their face through drawing. • Explore different materials to draw – charcoal, pastels, chalk, pencil. 	<ul style="list-style-type: none"> • Explore mark making, experiment with drawing lines and use 2D shapes to draw. • Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. 	<ul style="list-style-type: none"> • Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. • Use a range of drawing media. • Draw still life from observation and for mark making. • Further develop understanding of geometry and mathematical proportion when drawing. 	<ul style="list-style-type: none"> • Further develop drawing from observation. • Draw using perspective, mathematical processes, design, detail and line. • Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. 		
		Painting	<ul style="list-style-type: none"> • Know that paints make marks. • Know that an easel can be used to hold paper for painting. • Know that paint pots hold different colour paints. • Know that paintings need to dry on the drying rack. • Use a pincer grip to hold a paintbrush correctly, near the top. • Begin to mix paints • Explore different mark making equipment with paint. 	<ul style="list-style-type: none"> • Develop skill and control when painting. • Paint with creativity and expression. 	<ul style="list-style-type: none"> • Further improve skill and control when painting. • Apply greater expression and creativity to own paintings. • Analyse painting by artists. 	<ul style="list-style-type: none"> • Control brush strokes and apply tints and shades when painting. • Paint with greater skill and expression. • Paint with greater skill and control, applying tonal techniques and more complex colour theory to ownwork. 		
		Craft, design, materials and techniques	<ul style="list-style-type: none"> • Know that materials can be joined with glue or tape. • Know that malleable materials can be changed using squeezing, stretching, twisting, rolling, pinching and using tools. • Explore sticking different objects and textures to a backing to create a collage. • Cut shapes using scissors. • Use glue and masking tape to join and fasten. • Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures. 	<ul style="list-style-type: none"> • Learn about a range of materials and techniques such as clay etching, printing and collage. • Use a range of materials to design and make products including craft, weaving, sculpture and clay. 	<ul style="list-style-type: none"> • Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. • Make art from recycled materials, create sculptures, print and create using a range of materials. • Learn how to display and present work. 	<ul style="list-style-type: none"> • Create mixed media art using found and reclaimed materials. • Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. 		

Each area is broken down by key stage.
Objectives are covered over two years.

Intent: Progression of Skills

St Joseph and St Bede RC Primary School								
Art and Design								
	EYFS		KS1		LKS2		UKS2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Making Skills (Procedural Knowledge)	National Curriculum Links: In KS1, 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 In KS2, pupils should be taught: • to develop their techniques of art and design, techniques, including drawing, painting and sculpture with a range of materials. to improve their mastery of art and design, techniques, including drawing, painting and sculpture with a range of materials.							
	Drawing • Know that a pencil makes marks. • Know that the marks they make can represent objects familiar to them. • Observe their own face and to represent features of their face through drawing. • Explore different materials to draw – charcoal, pastels, thick pencil.		• Explore mark making, experiment with drawing lines and use 2D shapes to draw. • Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. • Further develop understanding of geometry and mathematical proportion when drawing.		• Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. • Use a range of drawing media. • Draw still life from observation and for mark making. • Further develop understanding of geometry and mathematical proportion when drawing.		• Further develop drawing from observation. • Draw using perspective, mathematical processes, design, detail and line. • Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.	
	Painting • Know that paints make marks. • Know that an easel can be used to hold paper for painting. • Know that paint pots hold different colour paints. • Know that paintings need to dry on the drying rack. • Use a pincer grip to hold a paintbrush correctly, near the top. • Begin to mix paints. • Explore different mark making equipment with paint.		• Develop skill and control when painting. • Paint with creativity and expression.		• Further improve skill and control when painting. • Apply greater expression and creativity to own paintings. • Analyse painting by artists.		• Control brush strokes and apply tints and shades when painting. • Paint with greater skill and expression. • Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.	
	Craft, design, materials and techniques • Know that materials can be joined with glue or tape. • Know that malleable materials can be changed using squeezing, stretching, twisting, rolling, pinching and using tools. • Explore making different objects and textures to a looking to create a collage. • Cut shapes using scissors. • Use glue and masking tape to join and fasten. • Use rolled up paper, art straws and pipe cleaners to make structures, objects and sculptures.		• Learn about a range of materials and techniques such as clay, etching, printing and collage. • Use a range of materials to design and make products including craft, weaving, sculpture and clay.		• Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. • Make art from recycled materials, create sculptures, print and create using a range of materials. • Learn how to display and present work.		• Create mixed media art using found and reclaimed materials. • Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.	

Skills are mapped out onto the Art and Design Learning journey . This has been updated for 2021-2022.



Intent: Progression of Vocabulary

Vital Vocabulary for each key stage, broken down into each unit. This can be accessed by staff on the server and is to be used in correspondence with the vocabulary policy.

<p>Language</p>	<p>Vocabulary</p>	<p>Drawing: pencil, lines, chalk, circle, round, straight, crayon, charcoal, pastel, pencil crayon, wavy</p> <p>Painting: paint, paint pot, easel, brush, colour names, dry, wet, paper, marks, match, picture, strokes, runny, thick, thin, mix, tainted, wash, dirty, fresh, clean, paintbrush</p> <p>Craft, design, materials and techniques: squeeze, stretch, twist, roll, pinch, glue, tape, stick, sticky, scissors, build, make, glue stick, pinch, rolling pin, cutters, fix, masking tape, glue stick, box modelling, inside out, collage, transient art, block play, build, construct, clay, wet, dry, decoration, impress, tools, scissors, cut, sculpture, model, paper, art straws, pipe cleaners</p> <p>Artists, craftspeople and designers: Artists, drawing, sculpture, painting, paint, like, dislike, light, dark, monochrome, shapes</p>	<p><u>Year A</u></p> <ul style="list-style-type: none"> • Art and Design Skills: 2D shapes, 3D shapes, abstract, contemporary, drawing mediums, printing, shade • Sculpture and Mixed Media: blend, cartoon, colour wash, comic, dot matrix, illustrator, pop art, sculpture • Sculptures and Collages: bronze, etching, land art, metallic, pattern, sculpture sketch, symmetrical, textile • Formal Elements: abstract, composition, modern art, optical illusion, photorealism, pop art, primary colours, secondary colours, shape <p><u>Year B</u></p> <ul style="list-style-type: none"> • Art and Design Skills: air drying clay, ceramics, concentric circles, repeating pattern, score, sketch, slip, tone • Landscapes using Media: figurative, horizon line, impressionism, landscape, post impressionism, representation, shading, tones • Human Form: choreograph, collaboration, contemporary, mixed media, sculpture, self-portrait, symbolism • Formal Elements: tessellation, repeating pattern, overprinting, rubbing, frottage, 3D drawing, surrealism, pop art 	<p><u>Year A</u></p> <ul style="list-style-type: none"> • Art and Design Skills: cartoonist, minimal, opaque, sketching, style, three-dimensional, tint, tone • Prehistoric Art: charcoal, geometric shapes, line drawing, proportions, texture, tone • Craft: interior designer, intersectional points, loom card frame, mood board, running-stitch, synthetic materials, textile designer, warp, wax resist, weave, weft • Formal Elements: 3D form, facial features, geometric shapes, guidelines, shading, sketching, template, tone <p><u>Year B</u></p> <ul style="list-style-type: none"> • Art and Design Skills: lenticular lens, optical illusion, score, sequential order, thematic • Stories Behind Paintings: abstract, narrative, pop art, preparatory drawing • Sculpture: composition, contrast, crochet, geometric pattern, optical effect, sketch, upcycle, wax resist • Formal Elements: 2D shapes, abstract, charcoal, pattern, reflection, symmetrical, texture 	<p><u>Year A</u></p> <ul style="list-style-type: none"> • Art and Design Skills: analytical observation, annotation, collage, computer-aided-design (CAD), continuous line drawing, diagram, exploded-diagram, portrait, prototype, sketch, texture • Still Life: abstract, cartoon, charcoal, colour wheel, composition, cuboid, greyscale, hue, negative image, sketching, still life, underpainting, visual minutes. • Every Picture Tells a Story: abstract, mural, pictograms, street art, symmetrical • Formal Elements (Architecture): abstract, architects, composition, mono-print, patter, representation, shading, sketch, symbolism <p><u>Year B</u></p> <ul style="list-style-type: none"> • Art and Design Skills: abstract, herringbone, milliner, pattern, polyprint tile, prototype, realism, symbolism, zentangle pattern • Photography: composition, crop, digital, expression, lens, macro, photography, self portrait, technique, truism • Design for a Purpose: client, design brief, heraldry, logo, pitch, prototype, sketch, slogan, soundbite, template, urban, unique-selling-point • Make My Voice Heard: abstract, chiaroscuro, composition, figurative, graffiti art, parallel lines, serif, symbolism
-----------------	-------------------	--	---	--	--

Implementation: What are we doing?

Planning

St. Joseph and St. Bodo R.C. Primary School: Art Whole School Overview			
Year A			
Key Stage One			
Autumn 1: Jurassic World Key Skills (1)	Spring 1: Magical Adventures Sculpture and Mixed Media	Summer 1: Creatures: Great and Small Sculptures and Collages	Summer 2: Children's Art week Formal Elements (1)
Working Skills <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Develop skill and control when painting. Paint with creativity and expression. Learn about a range of materials and techniques such as clay, printing, painting and collage. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Learn about form and space through making sculptures and developing language. Understand patterns in nature, design and media patterns in a range of materials. Identify, describe and use shape for purpose. Decorating Tables <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Voin Kandinsky, Bonval, Bolinovsky Assessment <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe their ideas that about their work and the art of others. 	Working Skills <ul style="list-style-type: none"> Explore drawing techniques, begin to apply them to sculpture form, develop skill and control with a range of drawing materials. Develop skill and control when painting. Paint with creativity and expression. Use a range of materials to design and make products including prints, sculpture, sculpture and clay. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Understand patterns in nature, design and media patterns in a range of materials. Identify, describe and use shape for purpose. Decorating Tables <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Voin Kandinsky, Bonval, Bolinovsky Assessment <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe their ideas that about their work and the art of others. 	Working Skills <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Learn about a range of materials and techniques such as clay, printing, painting and collage. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Understand patterns in nature, design and media patterns in a range of materials. Identify, describe and use shape for purpose. Decorating Tables <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Voin Kandinsky, Bonval, Bolinovsky Assessment <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe their ideas that about their work and the art of others. 	Working Skills <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Learn about a range of materials and techniques such as clay, printing, painting and collage. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Understand patterns in nature, design and media patterns in a range of materials. Identify, describe and use shape for purpose. Decorating Tables <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Voin Kandinsky, Bonval, Bolinovsky Assessment <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe their ideas that about their work and the art of others.

Timetabling

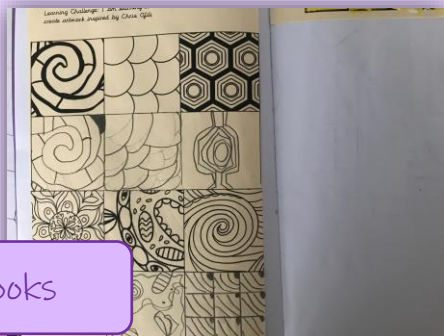
Key Stage 1:						
Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Jurassic World		Magical Adventures		All Creatures: Great and Small	
Art & Design	Key Skills week		Collage using different media		Sculptures and Collages (Living things)	Formal Elements (Children's Art week)
Design & Technology	Mediums: Moving Monster	Textiles: Touches		Structures: Constructing a Windmill		Cooking & Nutrition: Fruit and Vegetables (Food Safety week)
		Mediums: Wheels and Axles (STEM week)				
Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Quests and Journeys		Space		Explorers	
Art & Design	Key Skills week		Sculpture and Mixed Media		Human Form	Formal Elements (Children's Art week)
Design & Technology	Mediums: Moving Story Book	Textiles: Puppets		Structures: Baby Bear's Chair (Science - Materials)		Cooking & Nutrition: A Balanced Diet (Food Safety week)
		Mediums: Fairground Wheel (STEM week)				

Wider Experiences







Online Resources

Kapow Primary™



Sketchbooks

Art and Design Knowledge Organiser		Autumn 1: Art & Design Skills	
Vital Vocabulary		Necessary Knowledge	
2D shapes	Flat shapes - which have just a length and width.	2D shapes are flat. 3D shapes are solid.	
3D shapes	Solid shapes which have three dimensions - height, width and depth.	2D square	3D cube
Abstract	When the artwork is made from colour, shape and pattern rather than objects which you recognise.	I can make different shades of green by mixing different amounts of yellow and blue.	
Contemporary	Art work from the time we live in now.	A colour change is the reflection of the image.	
Drawing medium	Materials to draw with such as ink, graphite, charcoal and paint.	I can look at an object and explore how it makes me feel.	
Narrative	Storytelling through pictures.	A motif is a visual design which can be repeated to make a pattern.	
Printing	A design is made on a surface which can then be transferred onto ink.		
Shade	To add black to a colour to make it darker.		
Art Inspiring Artists			
	Louis Voin An English artist. He is known for his drawings of large eyes.		Die Boinovsky A Russian-American abstract painter.
	Wesley Randolph An artist from America. He was known for his abstract art.		Renata Bernal A woman artist from America. She was known for her drawing methods including ink, paint and sugar.

Knowledge Organisers

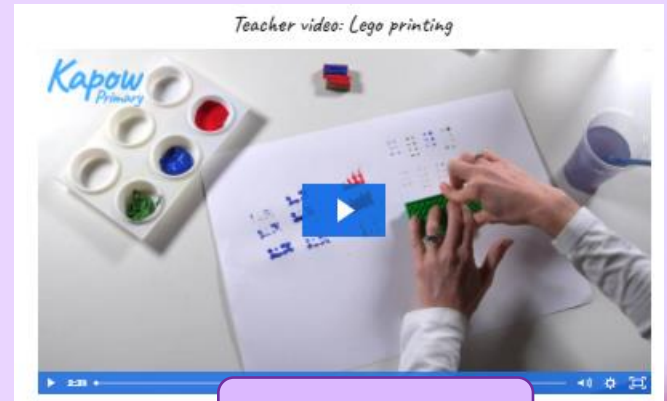
Art & Design: Check In	
Team	Project Name
Question 1:	Question 10:
Question 2:	
Question 3:	
Question 4:	
Question 5:	
Question 6:	
Question 7:	
Question 8:	
Question 9:	
Score:	

Art & Design: Check Out	
Team	Project Name
Question 1:	Question 10:
Question 2:	
Question 3:	
Question 4:	
Question 5:	
Question 6:	
Question 7:	
Question 8:	
Question 9:	
Score:	

Assessment & Monitoring

Seesaw

Staff CPD



Implementation: Planning

Whole School Overview

Organised into Year A and Year B.

Each topic includes objectives which correlate with the progression document.

St. Joseph and St. Bode R.C. Primary School: Art Whole School Overview			
Year A			
Key Stage One			
Autumn 1: Jurassic World Key Skills (1)	Spring 1: Magical Adventures Sculpture and Mixed Media	Summer 1: Creatures Great and Small Sculptures and Collages	Summer 2: Children's Art Week Formal Elements (1)
Making Skills <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Develop skill and control when painting. Paint with creativity and expression. Learn about a range of materials and techniques such as clay etching, printing and collage. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Learn about form and space through making sculptures and developing language. Understand patterns in nature, design and make patterns in a range of materials. Identify, describe and use shape for purpose. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Vaux Kandinsky, Bernal, Bolotowsky Evaluating <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others. 	Making Skills <ul style="list-style-type: none"> Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Develop skill and control when painting. Paint with creativity and expression. Use a range of materials to design and make products including craft, weaving, sculpture and clay. Formal Elements <ul style="list-style-type: none"> Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing. Draw lines with increased skill and confidence. Use line for expression when drawing portraits. Compose geometric designs by adapting the work of other artists to suit their own ideas. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Vaux Kandinsky, Bernal, Bolotowsky Evaluating <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others. 	Making Skills <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Learn about a range of materials and techniques such as clay etching, printing and collage. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Use, express and experiment with line for purpose, then use appropriate language to describe lines. Identify, describe and use shape for purpose. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Vaux Kandinsky, Bernal, Bolotowsky Evaluating <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others. 	Making Skills <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. Learn about a range of materials and techniques such as clay etching, printing and collage. Formal Elements <ul style="list-style-type: none"> Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Use, express and experiment with line for purpose, then use appropriate language to describe lines. Identify, describe and use shape for purpose. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks to record thoughts and ideas and to experiment with materials. Knowledge of Artists <ul style="list-style-type: none"> Louis Vaux Kandinsky, Bernal, Bolotowsky Evaluating <ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Describe what they feel about their work and the art of others.

In each Key Stage, each topic is highlighted.

Lower Key Stage 2			
Autumn 1: Ancient Greece Key Skills (3)	Spring 1: The Stone Age Prehistoric Art	Summer 1: The Amazon Rainforest Craft	Summer 2: Children's Art Week Formal Elements (3)
Making Skills <ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Further improve skill and control when painting. Apply greater expression and creativity to own paintings. Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. Formal Elements <ul style="list-style-type: none"> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Further develop their ability to describe 3D form in a range of materials, including drawing. Express and describe organic and geometric forms through different types of line. Develop skill and control when using tone. Learn and use simple shading rules. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Knowledge of Artists <ul style="list-style-type: none"> Carl Giles Diego Velazquez Evaluating <ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements. 	Making Skills <ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Further improve skill and control when painting. Apply greater expression and creativity to own paintings. Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. Formal Elements <ul style="list-style-type: none"> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Express and describe organic and geometric forms through different types of line. Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Analyse and describe texture within artists' work. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Knowledge of Artists <ul style="list-style-type: none"> Carl Giles Diego Velazquez Evaluating <ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements. 	Making Skills <ul style="list-style-type: none"> Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. Formal Elements <ul style="list-style-type: none"> Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Analyse and describe texture within artists' work. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Knowledge of Artists <ul style="list-style-type: none"> Carl Giles Diego Velazquez Evaluating <ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements. 	Making Skills <ul style="list-style-type: none"> Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Use techniques such as paper weaving, tie dying, sewing and other craft skills to design and make products. Formal Elements <ul style="list-style-type: none"> Express an awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Analyse and describe texture within artists' work. Generating Ideas <ul style="list-style-type: none"> Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Knowledge of Artists <ul style="list-style-type: none"> Carl Giles Diego Velazquez Evaluating <ul style="list-style-type: none"> Discuss own and other's work using an increasingly sophisticated use of art language (formal elements). Reflecting on their own work in order to make improvements.

Upper Key Stage 2			
Autumn 1: Rivers & Mountains Key Skills (5)	Autumn 2: World War Two Still Life	Summer 1: Migration Every Picture Tells a Story	Summer 2: Children's Art Week Formal Elements (Architecture)
Making Skills <ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photographs, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Formal Elements <ul style="list-style-type: none"> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Study and apply the techniques of other artists. Thickly sketched key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Generating Ideas <ul style="list-style-type: none"> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Evaluating <ul style="list-style-type: none"> Regularly analysing and reflecting on their intentions and choices. Knowledge of Artists <ul style="list-style-type: none"> Paul Cézanne, J.M.W. Turner, Ben Nicholson 	Making Skills <ul style="list-style-type: none"> Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Create photographs, make repeat patterns using printing techniques, create digital art and 3D sculptural forms. Formal Elements <ul style="list-style-type: none"> Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters. Express and articulate a personal message through sculpture. Analyse and study artists' use of form. Deepen knowledge and understanding of using line when drawing portraits. Study and apply the techniques of other artists. Thickly sketched key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work. Understand how artists manipulate materials to create texture. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques. Generating Ideas <ul style="list-style-type: none"> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Evaluating <ul style="list-style-type: none"> Regularly analysing and reflecting on their intentions and choices. Knowledge of Artists <ul style="list-style-type: none"> Paul Cézanne, J.M.W. Turner, Ben Nicholson 	Making Skills <ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. Further extend their ability to describe and model form in 3D using a range of materials. Extend and develop a greater understanding of applying expression when using line. Construct patterns through various methods to develop their understanding. Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Formal Elements <ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. Construct patterns through various methods to develop their understanding. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Generating Ideas <ul style="list-style-type: none"> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Evaluating <ul style="list-style-type: none"> Regularly analysing and reflecting on their intentions and choices. Knowledge of Artists <ul style="list-style-type: none"> Paul Cézanne, J.M.W. Turner, Ben Nicholson 	Making Skills <ul style="list-style-type: none"> Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Formal Elements <ul style="list-style-type: none"> Select and mix more complex colours to depict thoughts and feelings. Construct patterns through various methods to develop their understanding. Develop understanding of texture through practical making activities. Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. Generating Ideas <ul style="list-style-type: none"> Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Evaluating <ul style="list-style-type: none"> Regularly analysing and reflecting on their intentions and choices. Knowledge of Artists <ul style="list-style-type: none"> Paul Cézanne, J.M.W. Turner, Ben Nicholson

Implementation: Timetabling

Key Stage 1:

Year A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Jurassic World		Magical Adventures		All Creatures: Great and Small	
Art & Design	Key Skills Week		Collage using different media		Sculptures and Collages (Living things)	Formal Elements (Children's Art week)
Design & Technology	Mechanisms: Moving Monster	Textiles: Pouches Mechanisms: Wheels and Axles (STEM week)		Structures: Constructing a Windmill		Cooking & Nutrition: Fruit and Vegetables (Food Safety week)
Year B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Quests and Journeys		Space		Explorers	
Art & Design	Key Skills Week		Sculpture and Mixed Media		Human Form	Formal Elements (Children's Art week)
Design & Technology	Mechanisms: Moving Story Book	Textiles: Puppets Mechanisms: Fairground Wheel (STEM week)		Structures: Baby Bear's Chair (Science - Materials)		Cooking & Nutrition: A Balanced Diet (Food Safety week)

A plan for yearly topics can be found on the server to help staff plan accordingly.

There are 4 Art and Design units planned for each year and these fit around Design and Technology units.

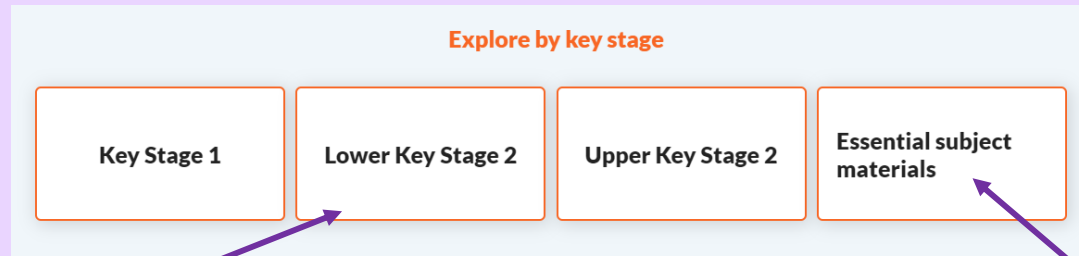
Other units are planned within a half term. It is at teacher's discretion whether these units are taught within one week or spread over the half term.

Some units are planned over a set week, in which Art and Design is the primary focus.

Implementation: Online Resources



To facilitate teaching and provide staff with CPD, we have subscribed to online resources from Kapow Primary for the upcoming academic year.



Units and lesson resources can be located in the relevant Key Stage.

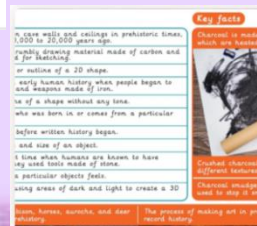
Additional subject materials to aid teaching.



Required equipment for Art and design

A downloadable list of the equipment required for Kapow Primary's Art and design scheme

Equipment lists for each unit so teachers can resource as necessary.

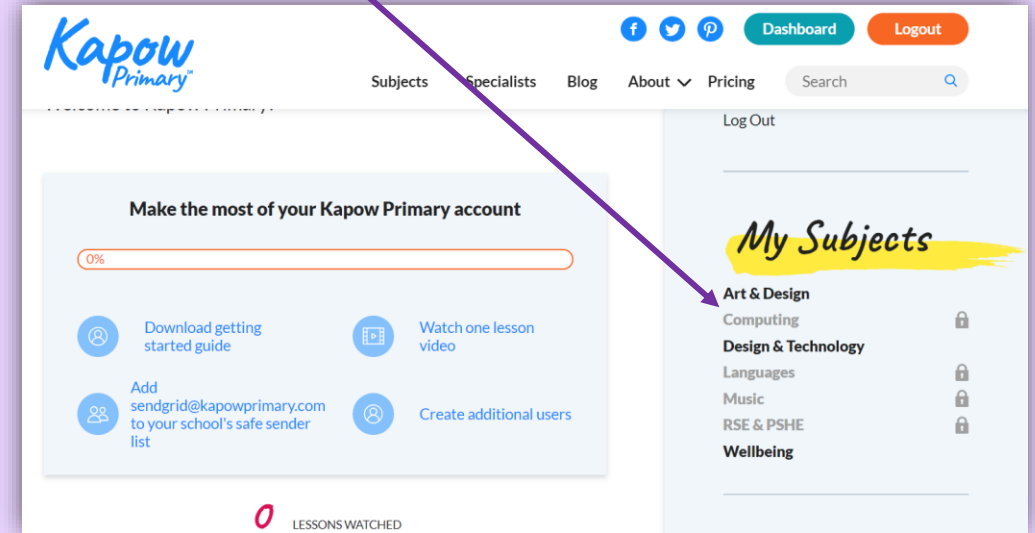


Knowledge organisers: Years 1-6

Visual summaries of the key vocabulary and facts for each Art topic for Year 1-6

Resources to help staff create knowledge organisers.

The teacher dashboard shows the curriculum areas that staff have access to.



Teaching videos to aid demonstration in lessons.



Implementation: Online Resources



A further breakdown of Kapow Primary resources.

Year 1

Formal elements of art

Exploring shape, line and colour: mixing and painting with secondary colours, using circles to create abstract compositions and working collaboratively to create a class piece of art inspired by water.

Lessons: 5

[View lessons](#)

Art and design skills

Developing drawing, design, craft and art appreciation skills; exploring two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.

Lessons: 6

[View lessons](#)

Collage using different media (Themes: The seaside, Castles)

Experimenting with different art materials to create texture.
Example theme: The seaside,
alternative theme: Castles.

Lessons: 5

[View lessons](#)

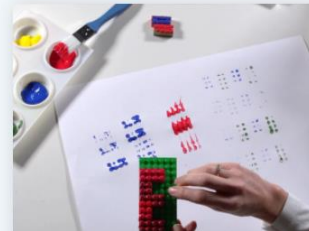
Under each key stage, each unit can be found with the corresponding number of lessons.

Choose your lesson



Introduction to sketchbooks

This video introduces the sketchbook - a must for all artists to record their ideas, inspiration and a place to practise and refine their skills



Design: Lego printing

Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes and explaining the choices they make. This lesson is perfect Year 1 pupils.

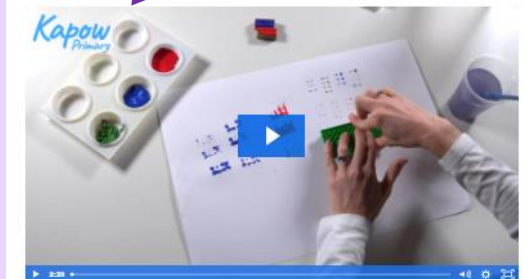
Units are broken down lesson by lesson in which you can find all necessary resources including videos and slide presentations.

Before the lesson

Watch

- ✓ Teacher video: Lego printing
- ✓ Pupil video: Lego printing

Teacher video: Lego printing



Pupil video: Lego printing



Staff have the opportunity to develop skills prior to the lesson using CPD videos.

Similar videos are used to help demonstrate to the children.

Implementation: Sketchbooks & Knowledge Organisers

Sketchbooks

Used from Year 1 upwards to document process, a place for artist appreciation, creative exploration, critical reflection and expression.



Knowledge Organisers

Displaying vocabulary, knowledge and artists relevant to the unit.



Necessary Knowledge – linking to vocabulary and skills.

Art and Design Knowledge Organiser Autumn 1: Art & Design Skills




Vital Vocabulary	
2D shapes	Flat shapes - which have just a length and width.
3D shapes	Solid shapes which have three dimensions - height, length and width.
Abstract	When the artwork is made from colour, shape and pattern rather than objects which you recognise.
Contemporary	Art work from the time we live in now.
Drawing mediums	Materials to draw with such as ink, graphite, charcoal and pastel.
Narrative	Storytelling through pictures.
Printing	A design is made on a surface which can then be transferred using ink.
Shade	To add black to a colour to make it darker.

Necessary Knowledge

2D shapes are flat. 3D shapes are solid.

2D square  3D cube 

I can make different shades of green, by mixing different amounts of yellow and blue together.


  

A mirror image is the reflection of the image.


I can look at art and explain how it makes me feel.

A motif is a small design which can be repeated to make a pattern.


Awe-Inspiring Artists




Louis Wain
An English artist. He is known for his drawings of large-eyed cats and kittens.



Ilya Bolotowsky
A Russian-American abstract painter.



Wassily Kandinsky
An artist from Russia. He was the first artist to create modern abstract art.



Renata Bernal
A modern artist from America. She works using various drawing mediums including ink, pastels and acrylic.

Vital Vocabulary – from the vocabulary progression document.

Vocabulary

Displayed on knowledge organisers, on planning and around the room to immerse the children in the language of art and design.

Awe-Inspiring Artists – these will link to progression document and overviews.

Implementation: Assessment & Monitoring

Art & Design: Check In

Term _____
Project Name _____ Date: _____

Question 1: ☐ A ☐ B ☐ C

Question 2: ☐ A ☐ B ☐ C

Question 3: ☐ A ☐ B ☐ C

Question 4: ☐ A ☐ B ☐ C

Question 5: ☐ A ☐ B ☐ C

Question 6: ☐ A ☐ B ☐ C

Question 7: ☐ A ☐ B ☐ C

Question 8: ☐ A ☐ B ☐ C

Question 9: ☐ A ☐ B ☐ C

Question 10: _____

Score: _____

Art & Design: Check Out

Term _____
Project Name _____ Date: _____

Question 1: ☐ A ☐ B ☐ C

Question 2: ☐ A ☐ B ☐ C

Question 3: ☐ A ☐ B ☐ C

Question 4: ☐ A ☐ B ☐ C

Question 5: ☐ A ☐ B ☐ C

Question 6: ☐ A ☐ B ☐ C

Question 7: ☐ A ☐ B ☐ C

Question 8: ☐ A ☐ B ☐ C

Question 9: ☐ A ☐ B ☐ C

Question 10: _____

Score: _____

Unit quiz
Art and design
Art and design skills
Year 1

Kapow

The online Art and Design quizzes are used to facilitate the Check Ins and Check Outs.

Check Ins & Check Outs
Testing children's knowledge at the start and end of a unit to check progress.



Seesaw

SeeSaw Skills

Children upload images of their Art and Design work to SeeSaw and objectives from the NC can be ticked off using the skills features.

SU Summer

Search Skills

Tagged

- ☒ Art and Design (ART.5)
Art and Design - Grade All - School Skill

Seen by: Claire Green-Holden

2 Art and DT

♥ Claire Green-Holden, Miss Wheeler

Like Comment 1

Frank Lloyd White

This shows buildings are art.

One of my favourite designs is this one. It just stands out from all the others for me. It looks really modern and just from the view I just instantly love it!

Yet, this one just doesn't work out for me. I do like the colours but the shape and size is just too much and the way it emerges together is too much as well.

This one just stands out like the first one it shows a story behind it it's just amazing.

PIC-COLLAGE

Implementation: Staff CPD

Via Kapow Primary, staff have access to a wealth of resources for CPD.



Demonstration videos are available for staff to practise techniques before teaching.

Online webinars and CPD sessions are accessible to develop subject and pedagogical knowledge.

Teaching Art remotely with Susan Coles



An online glossary supports staff with understanding of key Art and Design terminology and also provides an introduction to artists studied.

Glossary

Andy Goldsworthy

Andy Goldsworthy is a contemporary environmental artist known mainly for his sculptural work.

He creates sculptures using **natural materials**, such as brightly coloured flowers, icicles, leaves, mud, pinecones, snow, stone, twigs, and thorns. His work is usually temporary and is photographed to record it. His work is known as land art.

Implementation: Wider Experiences

Displays

To facilitate learning and exhibit final pieces. Children are able to contribute via participation in Art Clubs.



Gallery Visits

Key Stage Two children to visit Bury Art Museum each year, once COVID restrictions allow.



Take One Picture
Whole School Project –
planned for 2021-2022.



Lower Key Stage Two visit to the Lowry Art Gallery, linking to their Manchester Topic.

Gallery Evenings
Post-COVID plan to exhibit artwork for children and families to appreciate.



Impact: What does Art & Design look like in EYFS?

Developing fine motor skills, using different tools to paint with.



Exploring techniques experimenting with colour and texture.

Using a range of different tools.



Experimenting with form and function.

Sharing creations.

Artwork linking to English.



Developing control when using a paintbrush.



Experimenting with colour.

Impact: What does Art & Design look like in KS1?



Taking inspiration from artists.



Experimenting with colour and different materials.

Developing control whilst painting.



Finding inspiration in books. Looking at the work of illustrators.



This week we had another impact week surrounding the theme 'Laudato Si' - We explored the picture book 'Island' by Mark Janssen and discussed climate change, plastic pollution and our role in God's world!



Use of watercolour and pastels.

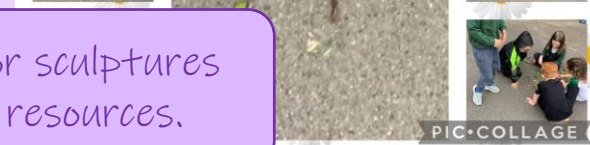


Trying our different techniques and colour combinations.

Colour-mixing to achieve desired effects.



Creating outdoor sculptures using natural resources.



Impact: What does Art & Design look like in LKS2?

Observational drawings in the environment.



Photography skills.

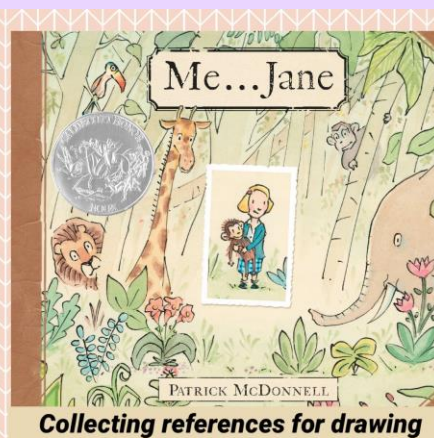
As we made our leaf art, we talked about which trees and plants the leaves and fruits came from.



Use of natural resources in forest school.



Using the outdoors to influence artwork.



Artwork inspired by illustrators. Links to English and writing.



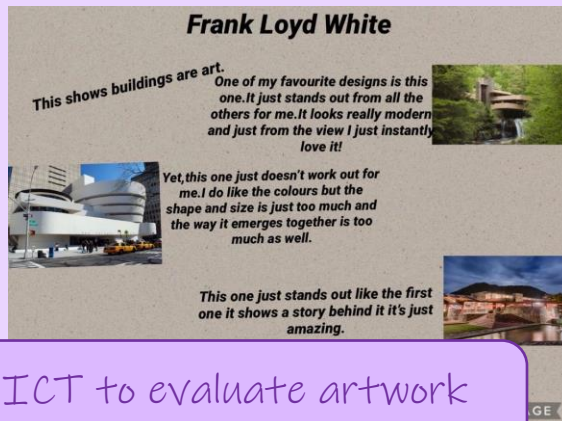
Refining techniques and developing understanding of formal elements.



Impact: What does Art & Design look like in UKS2?



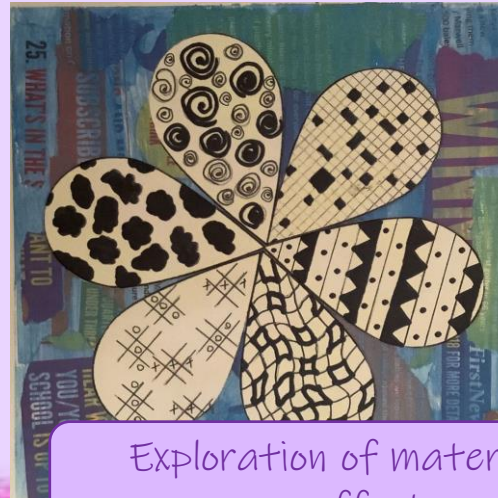
Links to SMSC. Use of various techniques to communicate deeper messages.



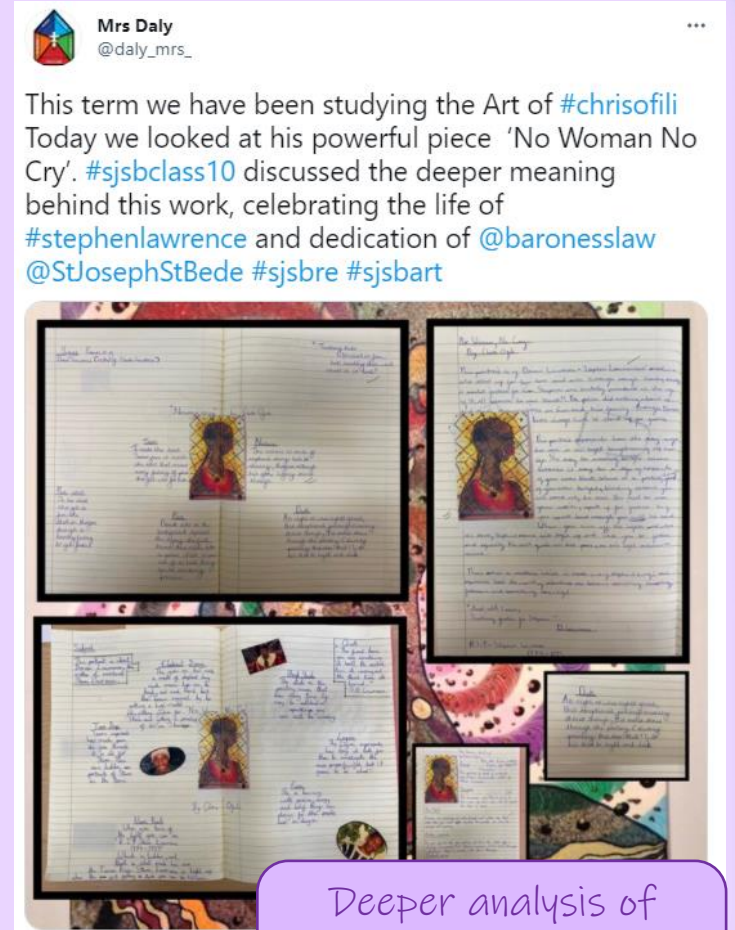
Use of ICT to evaluate artwork and discuss history of artists.



Further development of skills and techniques.



Exploration of materials and effects.



Deeper analysis of artwork and key messages.

Next Steps: Action Plan

Intent		Implementation			Impact
Action	Success Criteria	Who?	By when?	RAG Not begun In progress Complete	Outcome
Share updated Art & Design overview with staff.	<ul style="list-style-type: none"> Staff will know which units are being completed in which half term. They will be able to resource accordingly. They will be able to adapt medium term plans as necessary. 	Subject leader	July 2021	Not begun	
Long Term Plans to be updated with new units.	<ul style="list-style-type: none"> LTPs will correspond with Whole School Overview. 	Class teachers in unit teams	September 2021	Not begun	
Ensure that staff each receive personal logins to access Kapow online resources and CPD opportunities.	<ul style="list-style-type: none"> Each staff member will have access to Kapow. Staff will feel support with planning and resourcing lessons. Staff can develop skills and techniques before teaching. 	Subject leader	July 2021	Not begun	
Ensure deep dive questions are completed.	<ul style="list-style-type: none"> Question responses will clearly exemplify intent, implementation and impact. 	Subject leader	September 2021	In progress	
Ensure that staff are familiar with use of skills on SeeSaw.	<ul style="list-style-type: none"> Staff will use skills to identify NC objectives that children have met in Art & Design. 	Subject leader	September 2021	In progress	
Organise trips to Bury Art Museum for Key Stage Two classes.	<ul style="list-style-type: none"> Each class will have had the opportunity to visit and appreciate artwork on guided tour. 	Subject leader & teachers	Dependent on COVID restrictions	Not begun	
Organise Gallery Evening for families to attend and appreciate children's artwork.	<ul style="list-style-type: none"> Children will be able to display artwork for families to view. 	Subject leader	Dependent on COVID restrictions	Not begun	