

Art Overview 2020

The school uses the national curriculum; progression of skills in art, alongside an artist of that skill.

It is taught via the following units over a 2 year rolling programme.

KS 1	Autumn	Spring	Summer			
<p>Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <ul style="list-style-type: none"> • Identify what they might change in their current work or develop in their future work. 						
<p>Area of study Yr A</p> <p>Year 1 Progression of skills</p> <p>Year 2 Progression of skills</p>	<p>Drawing and colour: Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> • Use a sketchbook to gather and collect artwork. • Begin to explore the use of line, shape and colour <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades • using different types of paint. • Create different textures e.g. use of sawdust. <p>Giuseppe Arcimboldo</p>	<p>Drawing and colour: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <ul style="list-style-type: none"> • Understand the basic use of a sketchbook and work out ideas for drawings. • Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Mix a range of secondary colours, shades and tones. • Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. 	<p>Texture and Form: Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <ul style="list-style-type: none"> • How to thread a needle, cut, glue and trim material • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <ul style="list-style-type: none"> • Explore sculpture with a range of malleable media, especially clay. • Experiment with, construct and join recycled, natural and man-made materials. • Explore shape and form. <p>Andy Goldsworthy</p>	<p>Texture and Form: Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <ul style="list-style-type: none"> • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <ul style="list-style-type: none"> • Build a textured relief tile. • Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. 	<p>Printing and Pattern: Make marks in print with a variety of objects, including natural and made objects.</p> <ul style="list-style-type: none"> • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment <p>Kandinsky</p>	<p>Printing and Pattern: Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</p> <ul style="list-style-type: none"> • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques.
Yr B	<p>Drawing and colour: <i>Continue with above Progression of skills-</i> Wassily Kandinsky</p>	<p>Drawing and colour:</p>	<p>Texture and Form: <i>Continue with above Progression of skills-</i> Paul Klee</p>	<p>Texture and Form:</p>	<p>Printing and Pattern: <i>Continue with above Progression of skills-</i> Picasso</p>	<p>Printing and Pattern:</p>

KS 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 						
<p>Area of study Yr A</p> <p>Year 3 Progression of skills</p> <p>Year 4 Progression of skills</p>	<p>Drawing and colour: Experiment with different grades of pencil and other implements.</p> <ul style="list-style-type: none"> • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern <p>Mix a variety of colours and know which primary colours make secondary colours.</p> <ul style="list-style-type: none"> • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. <p>Leonardo Da Vinci</p>	<p>Drawing and colour: Make informed choices in drawing inc. paper and media.</p> <ul style="list-style-type: none"> • Alter and refine drawings and describe changes using art vocabulary. • Collect images and information independently in a sketchbook. • Use research to inspire drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. <p>Make and match colours with increasing accuracy.</p> <ul style="list-style-type: none"> • Use more specific colour language e.g. tint, tone, shade, hue. • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process <p>Seurat & Pointillism</p>	<p>Texture and Form: Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <ul style="list-style-type: none"> • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. <p>Join clay adequately and work reasonably independently.</p> <ul style="list-style-type: none"> • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. <p>Gustav Klimt</p>	<p>Texture and Form: Match the tool to the material.</p> <ul style="list-style-type: none"> • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. <p>Make informed choices about the 3D technique chosen.</p> <ul style="list-style-type: none"> • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, modelled or constructed. • Use a variety of materials 	<p>Printing and Pattern: Print using a variety of materials, objects and techniques including layering.</p> <ul style="list-style-type: none"> • Talk about the processes used to produce a simple print. • to explore pattern and shape, creating designs for printing <p>William Morris</p>	<p>Printing and Pattern: Research, create and refine a print using a variety of techniques.</p> <ul style="list-style-type: none"> • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and cold water paste.
Yr B	<p>Drawing and colour: <i>Continue with above Progression of skills-</i> Vincent Van Gogh</p>	<p>Drawing and colour: LS Lowry</p>	<p>Texture and Form: <i>Continue with above Progression of skills-</i> Barbara Hepworth</p>	<p>Texture and Form:</p>	<p>Printing and Pattern: <i>Continue with above Progression of skills-</i> Andy Warhol</p>	<p>Printing and Pattern:</p>

Intent

At Lawnside Academy, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, pattern, texture and form and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists.

Art at Lawnside Academy is also a medium to express emotion and thought to enhance their personal, social and emotional development. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation

To ensure high standards of teaching and learning in art, we implement a curriculum that is progressive throughout the whole school. Art is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. At Lawnside Academy, we ensure that art is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The art curriculum at Lawnside Academy is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills taught in each Key Stage. Teachers plan lessons for their class using the progression of knowledge and skills from the NC and focus on an Artist half termly/ termly. The '2 Year Art Roll Over Programme' ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

At Lawnside Academy, we provide a variety of opportunities for art learning to take place inside and outside the classroom, teachers make use of the extensive grounds and outdoor learning area when planning for their students.

Impact

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

Each pupil will;

- experience a broad, balanced arts curriculum, with an emphasis on the development of understanding and skills in art.
- be given a wide range of opportunities to express themselves creatively.
- begin to develop awareness of the emotional impact the arts have on themselves and on an audience.

Teaching and Learning for Art is monitored by the Art Co-ordinator through the:

- Monitoring of planning

- Learning Walks
- Observations
- Scrutiny of Work
- Moderation of work
- Discussions with Children
- Staff Meetings

Reviewed by L Barnes June 2020