



Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to engage, inspire and challenge pupils, equipping them with the knowledge to experiment, invent and create their own works of art, craft and design. As pupils progress, they will understand how art and design reflects our history and contributes to the cultural and diversity of our world in which we live.

Through our Art and Design curriculum, we intend to inspire pupils to develop a love of art, craft and design which stimulates creativity, imagination and enriches their lives.

Implementation

Art and Design is taught through the 'Threshold Concepts' of Develop Ideas, Master Practical Skills and Takes Inspiration. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of Art and Design so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

Art Curriculum – 2 Year Cycle
KS2 – years 5 and 6



Year Group	Cycle	Autumn	Spring	Summer
3/4	A	Theme-Surrealism Painting/ Drawing	Theme- Art of Anatomy Drawing/Print	Theme- Architecture Sculpture Digital art
	B	Theme- Matisse Drawing/ Painting	Theme- Religion and Art Drawing/collage	Theme- Pop Art Sculpture

Key Stage 1 Teaching Sequence for Art (Milestone 3) CYCLE A

Each term includes the Key concepts of: *Developing ideas, Mastering techniques, Taking inspiration from the Greats*

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Key Elements-Colour/lines Surrealism Painting/Drawing Salvador Dali (Modern)	Key Elements- shape/tone Drawing/ Print Art of Anatomy Albert Durer (traditional)	Key Elements- Form/ texture/pattern Drawing/Sculpture Architecture Zaha Hadid (Contemporary)
1	Cold task- Building Experimenting with different types of lines- Lines- 5 main types vary hardness of pencils <i>Developing ideas/ Taking inspiration</i> Surrealism Comment on artwork with Fluent grasp of visual language- Look at Surrealist art- discuss- Collect and comment in sketchbooks Talk lines (Persistence of time)- effect- label in sketch Experimenting with different types of lines- Andre Mason- Automatism- varied media Trial with drawing	<i>Developing ideas/ Taking inspiration</i> Consider styles of drawing-realistic Art of anatomy background Artists over time with Anatomy- pg 178 <i>Artists/ styles/ techniques/ vocabulary</i> <i>Mastering techniques</i> Develop drawing techniques Drawing bendable person model – different positions- Ball and socket approach Pg178 See the shapes- add outlines Select light pencils to sketch	<i>Developing ideas/ Taking inspiration</i> Architecture- Dan Rice quote p.g. 146 Collect and present- Look at amazing buildings <i>Michelangelo, Daniel Burnham, Buckminster Fuller</i> <i>Emotions/ materials/ Vocab/ Artists</i> <i>Mastering Techniques</i> Observational drawings- houses Note shapes. Pattern. lines
2	Retrieval: sketch	Retrieval-	Retrieval
3	<i>Mastering techniques</i> Painting-Colour Theory Explore types of paint and brush techniques Talk types of paint and uses Experiment- watercolours, poster Try dry brush water colours Create colour palette based on natural world Colours, tones and tints	<i>Mastering Techniques</i> Drawing- observational- Adding shading to make it look real Look at shading techniques- blending Skull Vary use of pencils as work progresses	<i>Mastering techniques</i> Drawing with perspective- buildings
4	Retrieval-	Retrieval- Gesture drawing of peer- fast drawing in varied poses	Retrieval – Add sunlight and shadows to building outlines.



5	<p>Taking inspiration Give information about artists Salvador Dali Emotions/ process/techniques/language</p> <p>Drawing- Draw Dali art- use drawing techniques to add effects</p>	<p>KS2 – years 5 and 6 Taking inspiration Understand how artists were influenced Albert Durer- Influences and print work Process/visual language/techniques and media</p> <p>Mastering techniques Sketch artists work-</p> <p>Drawing- Praying hands- realism/detail/ shading Rubbing away shading to highlight- blending Pencil hardness</p> <p>Try drawing hands in different positions</p>	<p>Take inspiration Zaha Hadid Comment on architecture with visual language Styles & periods/ Techniques/ Visual language/ emotions</p> <p>Mastering techniques</p> <p>Drawing with perspective (3D)- her buildings draw in pen/ tracing paper/ grid paper, angles, rulers (3D)</p>
6	<p>Retrieval-</p>	<p>Retrieval-</p>	<p>Retrieval</p>
7	<p>Develop ideas Develop own ideas for Surrealist art in sketch books Consider types of lines to use/unusual objects Discuss and adapt- imaginative drawing Decide on type of paint to use in own painting Add tone to chosen idea</p> <p>Create wash for painting</p>	<p>How do we capture movement- gesture drawings Image- draw the gesture</p> <p>Developing Ideas Collect information/ Present ideas Designs for Lino Show fine detail/ accurate pattern</p> <p>Plan to use Visual elements- line/shape/pattern</p>	<p>Developing Ideas Develop and extend ideas Building design based on a theme- Annotated/presented in imaginative/various ways in sketch book Encourage perspective- 3D</p> <p>Prototype in clay- use tools to carve/texture</p>
8	<p>Retrieval- set own criteria for work</p>	<p>Retrieval- gesture draw</p>	<p>Retrieval-</p>
9	<p>Mastering techniques Use qualities of paint to create interesting paintings Paint own surrealist painting Sketch lightly first Combine colours, tones, tints to enhance mood</p>	<p>Mastering Techniques Create fine detail and accurate patterns Develop resilience Lino carving- first print</p>	<p>Mastering Techniques- Look at how to use wire, safety Use frameworks- Wire to create stability and form</p>
10	<p>Retrieval- describe how art work developed, evaluate against criteria</p>	<p>Retrieval-</p>	<p>Retrieval</p>
11	<p>Drawing with reflections Draw reflection in water</p> <p>Digital art Combine unusual images to create own Surrealist image</p>	<p>Mastering Techniques build colour layers Lino printing- carve</p> <p>Describe how their artwork has developed and may continue to do so</p>	<p>Mastering Techniques- Use Modrock to create form Combine visual and tactile qualities.</p>



12	POP TASK	KS2 – years 5 & 6 POP TASK-	POP TASK Hot Task- Building It's time to shine!
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Experiment with realistic and cartoon style

Key Stage 1 Teaching Sequence for Art (Milestone 3) CYCLE B

Each term includes the Key concepts of: *Developing ideas, Mastering techniques, Taking inspiration from the Greats*

Weeks	Autumn Term	Spring Term	Summer Term
Topic Title:	Key Elements-Colour/ Shape Expressionism Henri Matisse (Modern) Painting/ drawing Cold Task- person	Key Elements- Pattern/ texture/ tone Art in Religion El Greco (Traditional) Drawing/collage	Key elements- form/ space POP art Andy Warhol (modern-contemporary) Sculpture/ Drawing
1	<p>Mastering Techniques Drawing light and shadow Direction of sunlight</p> <p><i>Develop ideas/ take inspiration</i></p> <p>Comment on artworks with visual language Understanding the style of an art movement <i>Expressionism background/style/artists/ techniques/colour</i> Showing emotions</p>	<p>Mastering Techniques Explore patterns Look at different types of patterns Create pattern grid- pencil/pen</p> <p>Talk about regular and irregular patterns Understanding the Visual Elements - PATTERN - YouTube Create examples of both- mixed media</p> <p>Add pattern to an image to enhance.</p>	<p>Taking Inspiration POP ART- <i>styles/periods, artists, vocab, effects</i> <i>Why it came about-society/history</i> Often very expressive faces- discuss emotion IN THE CAR- explore effect of lines</p> <p>Mastering Techniques Use lines to represent movement in images</p> <p>Drawing- Add movement lines in cartoons Draw own cartoon images with movement</p>
2	Retrieval- draw with light and shadow	Retrieval-	Retrieval- sketch the pop art- facial expressions from images
3	<p>Understand aspects of colour combinations Colour vocabulary/definitions</p> <p>Recognising Complimentary colours- Experiment with painting using CC</p> <p>Experiment with different types of brush techniques- add to sketch book in creative way Try- Stippling brush Short choppy brush strokes- Van Gough</p>	<p>Develop Ideas/ Taking Inspiration Art in Religion Look at Islamic art- discuss in groups- repeating/ explore shapes Sketch parts of pattern</p> <p>Create own repeating pattern on template- focus shape, size- mixed media</p>	<p>Develop Ideas/ Taking Inspiration Appreciate and discuss an artists work Andy Warhol Emotions/process/language/colour theory</p> <p>Mastering Techniques Alter digital media Work inspired by artist Change colours of image using IT</p>



KS2 – years 5 and 6			
4	Retrieval- Draw with light and shadows	Retrieval- 10 minute sketch	Retrieval- draw facial expressions from pop art images
5	<p>Fauvism painting- animals Sketch before painting Use qualities of acrylic paint to create own piece- mini paint Create own based on animals</p> <p>Start to design own expressionism style painting- select own topic- gather images- sketch annotate (home task set/ early morning)</p>	<p>Mastering Techniques Look at Islamic art in place- notice tessellation, overlapping</p> <p>Experiment with different tactile elements- to create pattern Use variety of materials to combine rough/ smooth/ plain patterned collage</p>	<p>Eduardo Paolozzi Introduce art to capture memories- Draw from imagination- memories of childhood to sculpt</p> <p>Create Pop art- Memory Show life like qualities Use tools to alter shape, texture and pattern</p> <p>Clay</p>
6	Retrieval- continue designs-focus colour	Retrieval	Retrieval-
7	<p>Mastering Techniques Combine colours, tones, tints to enhance mood Create own expressionism painting- use impasto/cross hatching for texture</p>	<p>Master techniques Look at stained glass windows- glass How are mosaics made?</p> <p>Create mosaic- based on repeating patterns- small sized area Adapt work as you go- glue collage</p>	<p>Combine visual and tactile qualities- glaze and paint and detail/ features</p> <p>Draw own pop art for emotion from memory- speech bubble</p>
	Retrieval- continue painting if extra time required please extend previous lesson	Retrieval-secure mosaic	Retrieval- Evaluate clay forms
9	<p>Take inspiration Understand the work and processes of an artist Matisse from painting to The cut outs Artist adaptation- new style- collage/comp colours Talk about how he could alter work as it progressed</p> <p>Draw Matisse's cut outs-focus on forming shapes/ sizes</p>	<p>Mastering Techniques Introduce scumbling to add texture when drawing instead of shading Practice</p> <p>Draw religious artefacts showing light and dark through scumbling/ add shadow</p>	<p>Developing Ideas Look at installation art- ask questions about the art, give opinions. Collect images- comment</p> <p>If they were to create installation art based on their memories what would they use? How would they show it? list/sketch ideas</p>
10	Retrieval	Retrieval- scumbling a sheep	Retrieval-



11	<p>Spot potential in unexpected results Mix textures and complementary colours to create piece</p> <p>Create own original 'cut out' using complimentary colours</p>	<p>KS2 – years 5 and 6 Take inspiration El Greco</p> <p>Consider how work was influenced by society</p> <p>Draw a church- shadows</p>	<p>Work on a larger scale/combine textures Create It's time to shine! Installation art with partner</p>
12	<p>POP TASK Evaluate own and others work</p>	<p>POP TASK</p>	<p>POP TASK Hot Task-</p>