# Hilton Spencer Academy
# Art and Design Curriculum

Subject Lead: Rebecca Jackson

# Art and Design Curriculum Statement

## Intent: What do we want for our children as artists and designers?

At Hilton Spencer Academy, our aim is for pupils to have a love for the subject of Art and Design. Through the exploration of a range of artists and techniques, pupils develop their procedural, semantic, substantive and disciplinary knowledge. As a part of their time at Hilton Spencer Academy, pupils will be proud to display their work for others to enjoy.

Pupils will have the ability to:

- use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality
- draw confidently and adventurously from observation, memory and imagination
- explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
- articulate impressive knowledge and understanding of other artists, craftmakers and designers
- think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings
- develop independence, initiative and originality which they can use to evolve their creativity
- Select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected
- Reflect on, analyse and critically evaluate their own work and that of others

## Implementation: How will we carry out our vision?

At Hilton Spencer Academy, our curriculum design is based on evidence from cognitive science:

- art and design journey from exploring artists, art work and styles, to mastering techniques, producing a final piece and finally completing an evaluation of this work

- spaced repetition
- interleaving
- retrieval within and across units
- opportunities to write across the curriculum to allow children to know, remember and reason

We implement our vision by using threshold concepts that are big ideas that underpin the subject of art, helping pupils to form an art schema within their long-term memories.

# Impact: How will we assess what the children know, remember and understand?

We assess the impact of our curriculum design in the long-term because learning is a change to long-term memory. We determine that our practices are appropriate, related to our goals and likely to produce the results as the children progress though Hilton Spencer Academy.

We also use comparative judgment in two ways: the tasks we set and in comparing pupils' work overtime. A range of monitoring such as pupil voice, lesson observations and sketchbook checks are also used to ensure that the pedagogical style matches our depth of expectations.

# Appendices

1.Essential Characteristics

2. National Curriculum Statements

3. Overview of Artists and Artisans through time

4. Threshold Concepts

5. Knowledge Categories

6. Learning Journey

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# Appendix 1: Essential Characteristics

• The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations,

convey insights and accentuate their individuality.

• The ability to communicate fluently in visual and tactile form.

• The ability to draw confidently and adventurously from observation, memory and imagination.

• The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or

digital media.

• An impressive knowledge and understanding of other artists, craftmakers and designers.

• The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.

• Independence, initiative and originality which they can use to develop their creativity.

• The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.

• The ability to reflect on, analyse and critically evaluate their own work and that of others.

• A passion for and a commitment to the subject.

# Appendix 2: National Curriculum

Our HPA Curriculum covers all National Curriculum requirements in full, as detailed in the documents below.

<table>
<tr><th colspan="2">EYFS</th></tr>
<tr><td colspan="2">The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.<br><br>Development Matters 3-4: • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.<br><br>Development Matters Reception: • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.<br><br>ELG: Fine Motor Skills Children at the expected level of development will: - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.<br><br>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; - Share their creations, explaining the process they have used.</td></tr>
<tr><th>Key Stage 1</th><th>Key Stage 2</th></tr>
<tr><td>Key Stage 1<br><br>• Use experiences and ideas as the inspiration for artwork.<br>• Share ideas using drawing, painting and sculpture.<br>• Explore a variety of techniques.<br>• Learn about the work of a range of artists, artisans and designers.</td><td>Key Stage 2<br><br>• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.<br>• Develop and share ideas in a sketchbook and in finished products.<br>• Improve mastery of techniques.<br>• Learn about the great artists, architects and designers in history.</td></tr>
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# Appendix 3 – Overview of Artists and Artisans

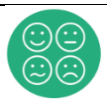
| Period | Artists and Artisans | Year Group |
|---|---|---|
| Ancient Art | Ictinus and Callicrates | Year 6 |
| Renaissance<br>(15th Century AD to 17th Century) | Albrecht Dürer (1471–1528) | Year 6 |
| Realism<br>(17th Century to 19th Century) | Joseph Wright (1734-1797) | Year 5 |
| Impressionism/Post Impressionism<br>(19th Century) | Georges Seurat (1859 – 1891)<br>Henri Marisse (1869-1954) | Year 2<br>Year 2 |
| Abstract<br>(20th Century) | Piet Mondrian (1872 – 1944)<br>Wassily Kandinsky (1866-1944) | Year 1<br>Year 1 |
| Surrealism/Futurism | Paul Nash (1889-1946)<br>Umberto Boccioni (1882 – 1916)<br>Alberto Giacometti (1901-1966) | Year 5<br>Year 5<br>Year 3 |
| Pop Art<br>(20th Century) | Andy Warhol (1928-1987) | Year 3 |
| Contemporary<br>(20th to 21st Century) | L.S Lowry (1887-1976)<br>Henry Moore (1898-1986)<br>Stephen Wiltshire (1947 – Present)<br>Anthony Goldsworthy (1956 – Present)<br>Cas Holmes (1960 – Present)<br>Takashi Murakami (1962 - Present)<br>Louis Masai (1983 – Present)<br>Anne Kelly<br>Bernadette Twomey | Year 5<br>Year 3<br>Year 4<br>Year 1/2<br>Year 1<br>Year 1<br>Year 2<br>Year 4<br>Year 3 |
| Other | Printing – William Morris (1834 – 1896)<br>Illustrator - Axel Scheffler<br>Illustrator- Quentin Blake<br>Woodblock Printer/Manga – Hokusai<br>Antoni Gaudi<br>Eric Carle | Year 1<br>Year 2<br>Year 3<br>Year 6<br>Year 3<br>Year 3 |

# Appendix 4: Threshold Concepts

| Threshold Concepts EYFS<br><br>Big ideas in art and design that pupils will explore through every topic | |
|---|---|
| Cultural Awareness | This concept helps us to become confident and express our ideas creatively. |
| **Threshold Concepts KS1/KS2**<br><br>**Big ideas in art and design that pupils will explore through every topic** | |
| Develop Ideas | This concept involves understanding how ideas develop through an artistic process. |
| Master Techniques | This concept involves developing a skill set so that ideas may be communicated. |
| Take Inspiration from the Greats | This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history. |

# Appendix 5: Knowledge Categories

(Each concept has its own facts of knowledge which help to strengthen the schema)

| Threshold Concept | Knowledge | Descriptor | Symbol |
|---|---|---|---|
| Develop Ideas | Emotions | Often regarded as they keystone to experiences art and the knowledge of how artists and designers have used differing techniques and media to convey and create emotive pieces. |  Emotions |
| | Process | Artists and designers work through a series of processes in order to achieve a final composition. | Process |
| | Visual language | A crucial form of communication to describe and analyse any work of art. | Visual language |
| Master Practical Skills | Effects | A range of techniques in order to create powerful visual effects, leading to significant impact on the observer. | Effects |
| | Techniques | The development and refinement of procedures in order to communicate ideas and varying effects. | Techniques |
| | Colour Theory | Explains how humans perceive colour and how colours mix, match or clash. | Colour theory |
| | Media and materials | Artists use a variety of media and materials, sometimes in combination, to create their artwork. | Media and materials |
| Take Inspiration | Artist and artisans | Throughout history and today, they make and create art as a profession or a hobby. Pupils should describe and replicate the word of classic and modern figures to create their own original pieces. | Artists and artisans |
| | Styles and periods | Since the beginning of time, humans have attempted to demonstrate their feelings on life, love, religion and other topics by creating art, now divided into different periods based on techniques and common trends. | Styles and periods |

# Appendix 6: Learning Journey

Process

Styles and periods

Emotions

Stage 1: Develop Ideas/Take Inspiration

In the first lessons of the art journey, children will have the opportunity to discuss artwork using visual language, discuss the differing techniques and media used by artists and designers to convey and create emotive pieces and learn key processes to achieve a final composition at the end of the art cycle.

Visual language

Artists and artisans

Effects

Media and materials

Stage 2: Master Techniques

After developing their ideas, children will engage in a series of lessons that allow them to master a range of techniques from sketching to sculpture, whilst focusing on effects, techniques, colour theory and medial and materials. At this stage, children will use annotations in their sketchbooks to evaluate their work.

Techniques

Colour theory

Styles and periods

Artists and artisans

Stage 3: Take Inspiration Final Piece

Once techniques have been mastered, children will replicate the work of classic and modern figures, styles and periods to create their own original pieces.

Emotions

Stage 4: Evaluate

For the final lesson, children will use annotations and Writing to Learn activities once they have completed their final piece to critically evaluate their work using art specific vocabulary and referencing the specific knowledge categories taught for that unit.

Effects

Visual language

Colour theory

Process

Techniques

Media and materials

# Appendix 7 – HSA Progression by Year Group

| Year 1 | Develop Ideas | | | Master Techniques | | | | Inspiration from the Greats | |
|---|---|---|---|---|---|---|---|---|---|
| | Visual language | Emotions | Process | Effects | Techniques | Colour theory | Media and materials | Artists and artisans | Styles and periods |
| Autumn 1 | √ | √ | √ | √ | | √ | | √ | |
| Autumn 2 | √ | √ | | | √ | √ | √ | √ | |
| Spring 1 | √ | √ | √ | √ | | √ | | √ | |
| Spring 2 | | √ | √ | √ | √ | | | √ | √ |
| Summer 1 | √ | √ | | | | | √ | | √ |
| Summer 2 | | √ | √ | | √ | | √ | | |

| Year 2 | Develop Ideas | | | Master Techniques | | | | Inspiration from the Greats | |
|---|---|---|---|---|---|---|---|---|---|
| | Visual language | Emotions | Process | Effects | Techniques | Colour theory | Media and materials | Artists and artisans | Styles and periods |
| Autumn 1 | | | | √ | √ | | √ | √ | |
| Autumn 2 | | | √ | | √ | | √ | √ | |
| Spring 1 | | | √ | √ | √ | √ | | √ | |
| Spring 2 | | | | √ | √ | | | √ | √ |
| Summer 1 | | √ | | √ | √ | √ | | √ | |
| Summer 2 | √ | | | √ | √ | | √ | | |

| Year 3 | Develop Ideas | | | Master Techniques | | | | Inspiration from the Greats | |
|---|---|---|---|---|---|---|---|---|---|
| | Visual language | Emotions | Process | Effects | Techniques | Colour theory | Media and materials | Artists and artisans | Styles and periods |
| Autumn 1 | √ | | √ | √ | √ | | √ | √ | √ |
| Autumn 2 | √ | √ | | √ | √ | √ | √ | √ | √ |
| Spring 1 | √ | | √ | | | √ | √ | √ | |
| Spring 2 | √ | | √ | | √ | | | √ | |
| Summer 1 | √ | | √ | √ | √ | | √ | √ | √ |
| Summer 2 | √ | √ | √ | √ | | √ | | √ | |

| Year 4 | Develop Ideas | | | Master Techniques | | | | Inspiration from the Greats | |
|---|---|---|---|---|---|---|---|---|---|
| | Visual language | Emotions | Process | Effects | Techniques | Colour theory | Media and materials | Artists and artisans | Styles and periods |
| Autumn 2 | | | √ | | √ | | | √ | |
| Summer 1 | √ | √ | | √ | | | √ | √ | |
| Summer 2 | √ | | √ | √ | | √ | | | √ |

| Year 5 | Develop Ideas | | | Master Techniques | | | | Inspiration from the Greats | |
|---|---|---|---|---|---|---|---|---|---|
| | Visual language | Emotions | Process | Effects | Techniques | Colour theory | Media and materials | Artists and artisans | Styles and periods |
| Autumn 1 | | | √ | √ | | | √ | √ | √ |
| Spring 1 | √ | √ | | √ | √ | √ | | | √ |
| Summer 1 | | | √ | √ | | | √ | √ | |

| Year 6 | Develop Ideas | | | Master Techniques | | | | Inspiration from the Greats | |
|---|---|---|---|---|---|---|---|---|---|
| | Visual language | Emotions | Process | Effects | Techniques | Colour theory | Media and materials | Artists and artisans | Styles and periods |
| Autumn 1 | √ | | | √ | √ | | | | √ |
| Spring 1 | | √ | | | √ | | √ | √ | |
| Summer 1 | | | √ | | √ | | | √ | √ |

| Progression by Year Group | | | | | |
|---|---|---|---|---|---|
| Year Group | Term | Theme: Artist | Threshold Concept | Milestones R1/R2 | |
| Nursery | Reception themes are all book based over the year:<br>Autumn: Repeated refrains, traditional tales, Seasons<br>Spring: rhyme, rhyme and poetry, Seasons<br>Summer: Plants and growth, People who help us, transition and change, Seasons<br><br>**For nursery all milestones will be hit across every term.** | | | | |
| Reception | Autumn 1 | All About Me | Cultural Awareness | • Likes art that is realistic and relates to their experience<br>• Can sort art by its medium<br>• Explores colour and colour mixing<br>• Is beginning to use painting and drawing to represent actions and objects<br>• Is beginning to use art to demonstrate feelings<br>• Uses tools for a purpose | |
| | Autumn 2 | Celebration Ticket to Ride (Space) Seasons | | • Likes art that is realistic and relates to their experience<br>• Can sort art by its medium<br>• Explores colour and colour mixing<br>• Is beginning to use painting and drawing to represent actions and objects<br>• Is beginning to use art to demonstrate feelings | |

| | | | | | |
|---|---|---|---|---|---|
| | | | | • Uses tools for a purpose | |
| | Spring 1 | Seasons Terrific Tales | | • Likes art that is realistic and relates to their experience<br>• Can sort art by its medium<br>• Explores colour and colour mixing<br>• Is beginning to use painting and drawing to represent actions and objects<br>• Is beginning to use art to demonstrate feelings<br>• Uses tools for a purpose | |
| | Spring 2 | Come Outside | | | • Is beginning to think about an artist's point of view<br>• Is starting to think about composition and colour<br>• Experiments with a wide variety of materials<br>• Can use art to represent feelings<br>• Makes intentional representations, deciding beforehand what they want to depict<br>• Uses a wide variety of tools with developing expertise |
| | Summer 1 | Seasons Amazing Animals | | | • Is beginning to think about an artist's point of view<br>• Is starting to think about composition and colour |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | • Experiments with a wide variety of materials<br>• Can use art to represent feelings<br>• Makes intentional representations, deciding beforehand what they want to depict<br>• Uses a wide variety of tools with developing expertise |
| | Summer 2 | Fun at the Seaside | | | | • Is beginning to think about an artist's point of view<br>• Is starting to think about composition and colour<br>• Experiments with a wide variety of materials<br>• Can use art to represent feelings<br>• Makes intentional representations, deciding beforehand what they want to depict<br>• Uses a wide variety of tools with developing expertise |
| **Year Group** | **Term** | **Theme: Artist** | **Knowledge Categories** | **Develop Ideas Milestone** | **Master Techniques Milestone** | **Inspiration from the Greats Milestone** |

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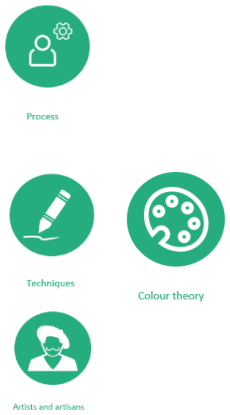
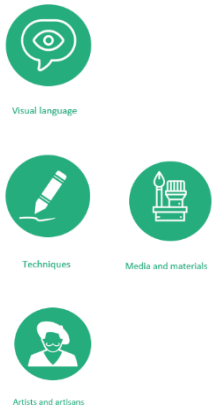
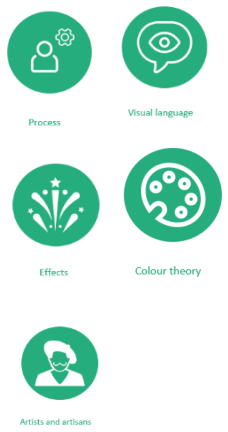
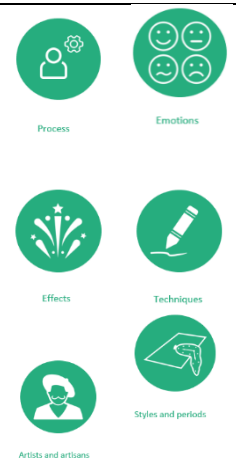
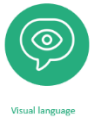
|---|---|---|---|---|---|---|
| Year One | Autumn 1 | Theme: Seasons<br><br>Artist: Mondrian |  | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | Painting:<br>• Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Autumn 2 | Theme: Natural Art/Sculptor<br><br>Artist: Anthony Goldsworthy |  | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | Sculpture:<br>• Use a combination of materials that are cut, torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Spring | Theme: Painting | | • Respond to ideas and starting points. | Painting: | • Describe the work of notable artists, |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Artist: Kandinsky |  | • Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | • Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>• Create colour wheels.<br><br>Digital Media:<br>• Use a wide range of tools to create different textures, lines, tones, colours and shapes. | artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Spring 2 | Theme: Pencil Skills<br><br>Artist: Takashi Murakami |  | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | Drawing:<br>• Draw lines of different sizes and thickness.<br>• Colour (own work) neatly following the lines.<br>• Show pattern and texture by adding dots and lines.<br>• Show different tones by using coloured pencils. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Summer 1 | Theme: Natural Dyes<br><br>Artist: Cas Holmes |  | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods | Textiles:<br>• Use weaving to create a pattern.<br>• Join materials using glue and/or a stitch.<br>• Use plaiting. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |

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|---|---|---|---|---|---|---|
| | | | <br> | and materials as ideas develop. | • Use dip dye techniques. | |
| | Summer 2 | Theme: Printing<br><br>Artist: William Morris | <br> <br> | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | Print:<br>• Use repeating or overlapping shapes.<br>• Mimic print from the environment (e.g. wallpapers).<br>• Use objects to create prints (e.g. fruit, vegetables or sponges).<br>• Press, roll, rub and stamp to make prints. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| **Year Group** | **Term** | **Theme: Artist** | **Knowledge Categories** | **Develop Ideas Milestone** | **Master Techniques Milestone** | **Inspiration from the Greats Milestone** |

| | | | | | | |
|---|---|---|---|---|---|---|
| Year Two | Autumn 1 | Theme: Illustratio n m Images<br><br>Artist: Axel Scheffler | | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | **Drawing**<br><br>• Draw lines of different sizes and thickness.<br><br>• Colour (own work) neatly following the lines.<br><br>• Show pattern and texture by adding dots and lines.<br><br>• Show different tones by using coloured pencils. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Autumn 2 | Theme: Sculpture<br><br>Artist: Anthony Goldsworh ty (progressi on from Y1) | | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | **Sculpture**<br>• Use a combination of shapes.<br>• Include lines and texture.<br>• Use rolled up paper, straws, paper, card and clay as materials.<br>• Use techniques such as rolling, cutting, moulding and carving. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |

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|---|---|---|---|---|---|---|
| | Spring 1 | Theme: 'Painting with Scissors'<br><br>Artist: Henri Matisse | | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | **Painting**<br>• Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>**Collage**<br>• Use a combination of materials that are cut, torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Spring 2 | Theme: Pointillism<br><br>Artist: Georges Seurat | | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | **Digital Media**<br><br>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.<br><br>**Painting**<br>• Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones. | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |

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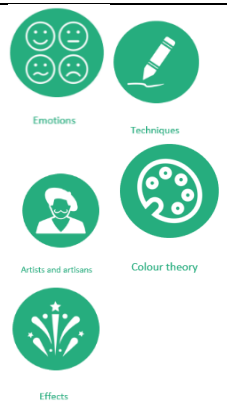
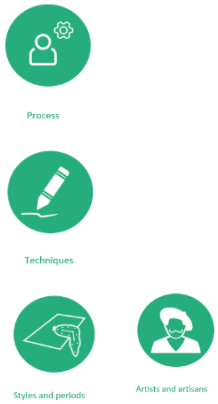
|---|---|---|---|---|---|---|
| | Summer 1 | Theme: Painting for a cause<br><br>Artist: Louis Masai |  | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | **Painting**<br>• Use thick and thin brushes.<br>• Mix primary colours to make secondary.<br>• Add white to colours to make tints and black to colours to make tones.<br>**Collage**<br>• Use a combination of materials that are cut, torn and glued.<br>• Sort and arrange materials.<br>• Mix materials to create texture | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces. |
| | Summer 2 | Theme: Print<br><br>Artist: None | | • Respond to ideas and starting points.<br>• Explore ideas and collect visual information.<br>• Explore different methods and materials as ideas develop. | **Print**<br><br>Use repeating or overlapping shapes.<br><br>• Mimic print from the environment (e.g. wallpapers).<br><br>• Use objects to create prints (e.g. fruit, vegetables or sponges).<br><br>• Press, roll, rub and stamp to make print | • Describe the work of notable artists, artisans and designers.<br>• Use some of the ideas of artists studied to create pieces |

| Year Group | Term | Theme: Artist | Knowledge Categories | Develop Ideas Milestone | Master Techniques Milestone | Inspiration from the Greats Milestone |
|---|---|---|---|---|---|---|
| Year Three | Autumn 1 | Theme: Mosaic Art<br>Artist: Antoni Gaudi |  | Comment on artwork using visual language.<br>Writing to learn sentences about Gaudi<br><br>Reflect on shapes in nature that inspired Gaudi.<br><br>Annotate Gaudi's work with your own observations - use visual language/ colour/ sketches to express ideas.<br><br>Vocab: mosaic, tesselate, tessellation, trencadis, Gaudi | Explore mosaic and tessellation by selecting and arrange shapes.<br><br>Collect repeated patterns and shapes from nature. | Using painted pasta (lasagne sheets) as mosaic tiles, create a piece of art inspired by the work of Gaudi. (photographic evidence)<br><br>Ensure work is precise:<br>Use coiling, tessellation, mosaic and montage. |
| | Autumn 2 | Theme: Christmas Prints<br>Artist: Andy Warhol | | Explore Andy Warhol mono prints. Learn about the Pop Art movement. Discuss contrasting/ complementary colours.<br><br>Annotate Warhol's work with your own observations - use visual language/ colour/ sketches to express ideas.<br><br>Writing to learn sentences. | Collect ideas linked to Christmas to use for a repeated pattern print. (Christmas cards)<br><br>Choose final design and make printing blocks using polystyrene relief. Make two blocks to print over one another in two different colours. | Create wrapping paper and Christmas card final product using chosen repeated printed pattern. |

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| | | | Artists and artisans | | Practise printing repeated patterns - alternate blocks/ overlapping/ layered in art book. Explore contrasting/ complimentary colours. | |
| | Spring 1 | Theme: Mixed Media<br>Artist: Eric Carle | Process<br> Colour theory<br> Media and Materials<br> Artists and artisans | Investigate the use of mixed media by various artists. Reflect the artist's message/ how artwork can communicate to the observer.<br><br>Double sketch book page: present your observations using the images of collage to cut and stick - use visual language/ colour/ sketches/ collage to express ideas.<br><br>Discuss techniques and media used. | Retrieval:<br><br>List 4 different types of media.<br><br>Experiment combining different types of media to see the effect (sketchbooks)<br><br>Using inspiration from Eric Carle paint/ roll/ print/ pastel sheets of paper in different shades mixing media and adding patterns. | Using techniques inspired by Eric Carle, create a final piece by tearing sheets of paper. |
| | Spring 2 | Theme: Drawing Techniques | Visual language | Explore Quentin Blake's illustrations of people and animals.<br><br>Sketch and annotate Blake's work: How does Quentin | Drawing figures. Practise drawing figures using technique of using skeletons and adding sausages to fill it out. | Use techniques learnt to create their own character showing movement using Quentin Blake for inspiration. |

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| | | Artist: Quentin Blake | Artists and artisans | Blake show movement in his illustrations? | Use partners to model poses to copy. Large scale using charcoal. | |
| | Summer 1 | Theme: Sculpture<br>Artist: Henry Moore, Alberto Giacomett i, Barbara Hepworth | Visual language<br>Effects<br>Artists and artisans | Retrieval: Andy Goldsworthy<br><br>Explore the work of Henry Moore, Alberto Giacometti and Barbara Hepworth. Compare and contrast the artists' work. Cut, sitck and annotate with vidsual lange and | • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).<br>• Include texture that conveys feelings, expression or movement.<br>• Use clay and other mouldable materials.<br>• Add materials to provide interesting detail. | • Replicate some of the techniques used by notable artists, artisans and designers.<br>• Create original pieces that are influenced by studies of others. |
| | Summer 2 | Theme: Abstract Botanicals Drawing and Painting | Visual language | Explore the work of Australian artist Bernadette Twomey.<br>https://btwomeyart.com.au/<br><br>Discuss use of colour and form. Where has she taken her | Make accurate observational sketches and watercolour paintings of flowers and leaves. | Use observational sketches and inspiration from Twomey's work to compose a final piece. Use water colour and wax to create bold colour and shape. |

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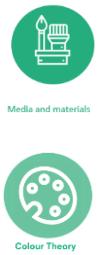
| | | Artist: Bernadette Twomey |  | inspiration. Share personal ideas and observations of her work using sketchbooks. | Explore using wax resist along with complimentary and contrasting colours. | |
| Year Group | Term | Theme: Artist | Knowledge Categories | Develop Ideas Milestone | Master Techniques Milestone | Inspiration from the Greats Milestone |

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| Year Four | Autumn 2 | Theme: Sketching | | • Develop ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources.<br>• Adapt and refine ideas as they progress.<br>• Explore ideas in a variety of ways. | • Use different hardnesses of pencils to show line, tone and texture.<br>• Annotate sketches to explain and elaborate ideas.<br>• Sketch lightly (no need to use a rubber to correct mistakes).<br>• Use shading to show light and shadow. | • Replicate some of the techniques used by notable artists, artisans and designers.<br>• Create original pieces that are influenced by studies of others. |
| | | Artist: Stephen Wiltshire | | | | |
| | Spring 2 | Theme: Textiles | | • Collect information, sketches and resources.<br>• Adapt and refine ideas as they progress.<br>• Explore ideas in a variety of ways.<br>• Comment on artworks using visual language. | • Shape and stitch materials.<br>• Use basic cross stitch and back stitch. | • Replicate some of the techniques used by notable artists, artisans and designers.<br>• Create original pieces that are influenced by studies of others. |

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| | | Artist: Anne Kelly | Artists and artisans | | | |
| | Summer 2 | Theme: Egyptian Printing | Visual language Process Colour theory Styles and periods | • Develop ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources.<br>• Comment on artworks using visual language. | • Use layers of two or more colours.<br>• Make printing blocks | |
| **Year Group** | **Term** | **Theme: Artist** | **Knowledge Categories** | **Develop Ideas Milestone** | **Master Techniques Milestone** | **Inspiration from the Greats Milestone** |
| Year Five | Autumn 2 | Theme: Futurism | Process | • Develop ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources. | • Combine visual and tactile qualities.<br>• Use frameworks (such as wire or moulds) to provide stability and form. | Create original pieces that show a range of influences and styles. |

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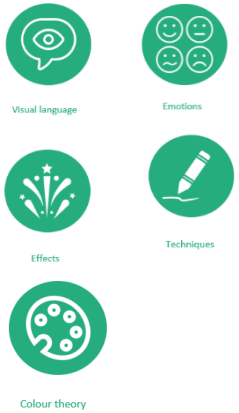
| | | Artist: Zaha Hadid | | • Use the qualities of materials to enhance ideas. | • Enhance digital media by editing (including sound, video, animation, still images and installations). | |
| | Spring 2 | Theme: Capturing Conflict |  | • Comment on artworks with a fluent grasp of visual language. | • Use the qualities of watercolour and acrylic paints to create visually interesting pieces.<br>• Develop a personal style of painting, drawing upon ideas from other artists.<br>• Combine colours, tones and tints to enhance the mood of a piece. | • Give details (including own sketches) about the style of some notable artists, artisans and designers. |

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| | | Artist: Paul Nash | | | | |
| | Summer 1 | Theme: Industrial Revolution | | • Collect information, sketches and resources. | Media and material – artists use a variety of media and materials, sometimes in combination, to create their artwork. | • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). |

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| | | Artist: L.S Lowry | Artists and artisans | | | • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). |
| **Year Group** | **Term** | **Theme: Artist** | **Knowledge Categories** | **Develop Ideas Milestone** | **Master Techniques Milestone** | **Inspiration from the Greats Milestone** |
| Year Six | Autumn 1 | Theme: Cultural Tradition<br><br>Artist: Hokusai | Visual language<br> Effects<br> Techniques<br> Styles and periods | • Collect information, sketches and resources.<br>• Comment on artworks with a fluent grasp of visual language. | • Use lines to represent movement.<br><br>• Use a choice of techniques to depict movement, perspective, shadows and reflection.<br><br>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). | • Create original pieces that show a range of influences and styles. |

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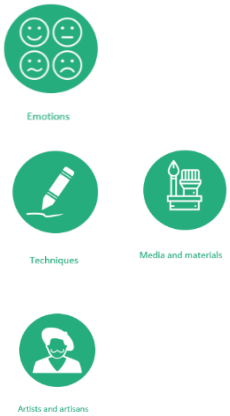
| | Spring 1 | Theme: Greek Architecture<br><br>Artist: Ictinus and Callicrates |  | • Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br>• Comment on artworks with a fluent grasp of visual language. | • Use tools to carve and add shapes, texture and pattern.<br>• Combine visual and tactile qualities.<br>• Use frameworks (such as wire or moulds) to provide stability and form. | • Show how the work of those studied was influential in both society and to other artists. |
| | Summer 1 | Theme: The Art of Anatomy | | • Collect information, sketches and resources and present ideas imaginatively in a sketch book. | • Use a choice of techniques to depict movement, perspective, shadows and reflection. | • Create original pieces that show a range of influences and styles. |

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| | | | <br>Techniques<br> <br>Artists and artisans | | • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). | |
| | | Artist: Albrecht Dürer | | | | |

# Appendix 8 – Medium Term Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| EYFS | EYFS cover a range of techniques and milestones throughout each unit, images of the children's work are displayed using Tapestry. | | | | | |
| Year 1 | Seasons | Natural Art | Paint Skills | Pencil Skills | Natural Dyes | Printing |
| | | | | | | |
| Year 2 | Illustration | Sculpture/Natural | Painting with Scissors | Print | Pointillism | Painting for a Cause |
| | | | | | | |
| Year 3 | Historical Art | Christmas Prints | Mixed Media | Drawing Techniques | Sculpture | Outdoor Art |
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| Year 4 | | Sketching | | Textiles | | Egyptian Printing |
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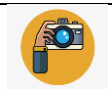
| Year 5 | | Futurism | | Capturing Conflict | | Industrial Revolution |
| | |  | | | | |
| Year 6 | Cultural Tradition | | Greek Architecture | | The Art of Anatomy | |
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# END