

## ACE Art Curriculum

### Intent

At Altrincham CE Primary School, we want all our children to love art, craft and design. We want them to have no limits to their ambitions and to grow up wanting to be part of the creative industries or follow the subject as an enriching activity. We offer a high-quality art curriculum that will engage, inspire and challenge pupils, whilst equipping them with the knowledge and skills to be able to experiment, invent and create their own works of art. We believe our children should be able to look at an image or piece of art and to have a deep understanding of it, not just react to it. We ensure our pupils have strong understanding of art and design by developing a rich vocabulary which enables them to describe what they see in detail and to provide evidence for their observations.

We set this learning in the context of our Christian, church school heritage. We want to equip our children with not only the minimum statutory requirements of the Art and Design National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. We want our children to use the local area as inspiration, learn from other cultures and to respect diversity. To that end, we have carefully selected a wide range of unique and diverse artists, craft makers and designers for children to study.

### Purpose (Why it is taught)

At ACE, we recognise that art, craft and design are a vital part of children's education, with a significant and valuable role in the taught curriculum and the enrichment opportunities we offer our pupils. Through our teaching, we strive to **inspire children's creativity** and **individual expression**; involving pupils in a range of visual, tactile and sensory experiences. This is important in the development of pupils' **well-being, appreciation of the world** and **understanding** and **empathy of others**. Art and design helps our children **express themselves** through a range of chosen mediums and art forms in order to **bring their ideas to life** and **shape their environment**. Art and design develops **careful observation** and an **appreciation** of the world around us. Through studying the work of artists and designers, pupils gain a **coherent knowledge and understanding** of the roles and functions of art, developing **perspective and judgment** about the impact it has had on contemporary life and on different periods and cultures.

## Aims (desired outcomes)

At Altrincham CE Primary School, art and design should be fully inclusive of every child, fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced cross-curriculum offer which ensures the progressive development of knowledge and skills.

- **Observe** and **record** from first-hand experience and from imagination.
- **Competence** in controlling materials and tools.
- **Knowledge** and **proficiency** in various art and design techniques and processes including; drawing, painting and sculpture.
- **Awareness** and **understanding** of the visual and tactile elements of art and design including; colour, pattern and texture, line and tone, shape, form and space.
- **Enjoyment** and **appreciation** of the visual arts
- **Knowledge** of significant artists, crafts people and designers.
- **Critical awareness** of the roles and purposes of art and design in different times and cultures.
- **Communicate confidently** using the language of art and design.
- Understand key art and design **threshold concepts** and use them to **think critically**, develop a **rigorous understanding, analyse** genres, **frame** valid questions to understand how art and design has shaped our history and **invent** and **create** their own high quality work

These are:

- **Developing ideas** – Understanding how ideas develop through an artistic process.
- **Mastering techniques** – Developing procedural knowledge so that ideas may be communicated
- **Taking inspiration from the greats** – learning from both the artistic process and techniques of great artists, craft makers and designers.

These threshold concepts ensure coverage of the key art and design concepts laid down in the National Curriculum.

The art and design curriculum at ACE is carefully planned and structured to ensure that current learning is linked to previous learning and the school's approaches are informed by current pedagogy.

We use Milestones to inform our assessment.

Milestones are the goals the children are aiming for and this is how they equate to the different year groups across school:

<u>Milestone 1</u>	<u>Years 1 and 2</u>
<u>Milestone 2</u>	<u>Years 3 and 4</u>
<u>Milestone 3</u>	<u>Years 5 and 6</u>

Each unit of learning has a knowledge web. Knowledge webs present topics around the threshold concepts (big ideas) in art and design by using relevant knowledge categories.

The knowledge categories are:

- Media and materials
- Techniques
- Effects
- Colour Theory
- Emotions
- Styles and periods
- Visual language
- Process
- Artists and Artisans \*

**\* Please note that at Altrincham CE Primary School this means Artists, Craft Makers and Designers, as stated in the National Curriculum (as well as GCSE and A Level specifications).**

Art and design is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression and continuity across topics throughout each year group across the school. Topics and skills are 'interleaved' so that children revisit skills and knowledge in different contexts and are able to make links which result in 'big picture' learning and 'sticky knowledge'.

Each unit of work has a series of POP tasks. POP is an acronym of Proof of Progress. POP tasks further deepen learning and understanding by gradually changing the nature. POP tasks are categorised into three cognitive domains: basic, advancing and deep. In the first year of a milestone, children will experience basic tasks which will progress to advancing and deeper tasks into the second year of the milestone as the learning schema gets stronger.

*Knowledge Webs and Pop Tasks Milestone 1*

*Knowledge Webs and Pop Tasks Milestone 2*

*Knowledge Webs and Pop Tasks Milestone 3*

Our art and design curriculum is deliberately rich in vocabulary; each milestone introduces a range of art and design vocabulary, so that our children can use their extensive vocabulary to reason, infer and articulate complex ideas.

Cross curricular outcomes in art and design are specifically planned for, with strong links between the art and design curriculum, history curriculum and design technology curriculum enabling further contextual learning.

Displays specific to art and design themes are used to celebrate key knowledge, skills and highlight vocabulary.

Our local area and context is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice and units of study linked to local artists, craft makers and designers. Where possible we will draw on the expertise and skill set of our local community so that our children see art, craft and design in practice at a 'grass roots' level. It is our aim that all children will have visited a local art gallery or exhibition once during their time in KS1 and KS2.

Planning is informed by and aligned with the national curriculum. In addition, staff have access to The Essentials Curriculum (Chris Quigley) plans and resources, however, teachers lesson design is not limited by this and is informed by national agencies, including the National Society for Education in Art and Design, of which the school is a member. Consideration is given to how mastery will be taught, learnt and demonstrated within each lesson whilst ensuring the joy of this subject area through exploration, experimentation, risk taking and creativity, as well as how learners will be supported in line with the school's commitment to inclusion. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and skills.

The Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance which aims for all children in reception to have achieved the Early Learning Goal in ‘Expressive Arts and Design’ by the end of the academic year.

**Threshold Concepts** (the big ideas we want our children to learn that tie together the subject topics into a meaningful long term learning structure).

**Progression of Threshold Concepts in Art and Design**

	<b><u>Developing Ideas</u></b>	<b><u>Taking Inspiration from the Greats</u></b>
Milestone 1 Years 1 and 2	Respond to ideas and starting points Explore ideas and collect visual information Explore different methods and materials as ideas develop	Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces
Milestone 2 Years 3 and 4	Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Explore ideas in a variety of ways Comment on artworks using visual language	Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others
Milestone 3 Years 5 and 6	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketchbook Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language	Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles

**Mastering Techniques and Skills (the ability to do something well; expertise)**

<b>Paint</b>	<b>Collage</b>	<b>Sculpture</b>	<b>Drawing</b>	<b>Print</b>	<b>Textiles</b>	<b>Digital Media</b>
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## Key Practical Skills – Progression

	Paint	Collage	Sculpture	Drawing	Print	Textiles	Digital Media
By End of EYFS	<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Experimenting with and using primary colours</p> <p>Naming colours</p> <p>Mixing (not formal)</p> <p>Learn the names of different tools that bring colour</p> <p>Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p>	<p>Experimenting with a variety of materials different types of paper, card, junk</p> <p>Naming materials</p> <p>Experimenting with different ways of joining materials</p> <p>Cut shapes using scissors and other modelling tools.</p>	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shaping and modelling</p>	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Use and begin to control a range of media.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Use drawings to tell a story or to communicate</p> <p>Investigate different lines</p> <p>Begin to represent people</p>	<p>Printing with block colour</p> <p>Enjoy taking rubbings: leaf, brick, coin.</p> <p>Simple pictures by printing from objects.</p> <p>Develop simple patterns by using objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p> <p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to media, equipment and textures.</p>	<p>Experimenting with digital photography e.g. I pads</p> <p>Introduction to drawing software, experimentation with tools to create lines, colours and shapes</p>
By End of KS 1	<p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary colours</p> <p>Add white to colours to make tints and black to colours to make tones</p> <p>Create colour wheels</p>	<p>Use a combination of materials that are cut, torn and glued</p> <p>Sort and arrange materials</p> <p>Mix materials to create texture</p>	<p>Use a combination of shapes</p> <p>Include lines and texture</p> <p>Use rolled up paper, straws, paper, card and clay as materials</p> <p>Use techniques such as rolling, cutting, moulding and carving</p>	<p>Draw lines of different sizes and thicknesses</p> <p>Colour (own work) neatly, following the lines</p> <p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using coloured pencils</p>	<p>Use repeating or overlapping shapes</p> <p>Mimic print from the environment</p> <p>Use objects to create prints e.g. fruit, vegetables or sponges</p> <p>Press, roll, rub and stamp to make prints</p>	<p>Use weaving to create a pattern</p> <p>Join materials using glue and/or a stitch</p> <p>Use plaiting</p> <p>Use dip dye techniques</p>	<p>Use a wide range of tools to create different textures, lines, tones, colours and shapes</p>

By End of LKS 2	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour	Select and arrange materials for a striking effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage	Create and combine shapes to create recognisable forms e.g. shapes made from nets or solid materials Include texture that conveys feelings, expression or movement Use clay and other mouldable materials Add materials to provide interesting detail	Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas Sketch lightly so that there is no need to use a rubber to correct mistakes Use shading to show light and shadow Use hatching and cross hatching to show tone and texture	Use layers of two or more colours Replicate patterns observed in natural or built environments Make printing blocks e.g. coiled string glued to a block Make precise repeating patterns	Shape and stitch materials Use basic cross stitch and back stitch Colour fabric Create weavings Quilt, pad and glitter fabric	Create images, video and sound recordings and explain why they were created.
By End of UKS2	Sketch lightly before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the	Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities Use ceramic mosaic materials and techniques	Show lifelike qualities and real life proportions or, if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and patterns Combine visual and tactile qualities Use frameworks (such as wire and moulds) to provide stability and form	Use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work e.g. realistic or impressionistic Use lines to represent movement	Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the work	Show precision in techniques Choose from a range of stitching techniques Combine previously learned techniques to create pieces	Enhance digital media by editing including sound, video, animation, still images and installations





<u>(B) Project 1 A Study of Surrealism</u>		✓	✓	✓	✓	✓	✓	✓	
<u>(B) Project 2 Cultural Tradition in Art</u>	✓		✓		✓		✓	✓	✓

## KNOWLEDGE

*(known information)*

### EYFS

In EYFS children are supported to **explore** and **play** with a wide range of **media** and **materials**, as well as providing opportunities and encouragement for sharing their **thoughts, ideas, and feelings** through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Children begin to:

- Explore a variety of materials, tools and techniques when experimenting with colour, design, texture, form and function.
- Use what they've learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories.

### Key Stage 1

Children are taught about:

- Using a range of materials creatively to design and make products

### Key Stage 2

Children are taught about:

- Creating sketchbooks to record their observations and use them to review and revisit ideas
- Improving their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Great artists, architects and designers in history

- Using drawing, painting and sculpture to develop and share ideas, experiences and imagination
- Developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Year A Project 1 –	Milestone 1 (Key Stage 1)	Milestone 2 (Lower Key Stage 2)	Milestone 3 (Upper Key Stage 2)
	<b>At the Seaside</b>	<b>Cityscape</b>	<b>Exploring Expressionism (Fauvism Landscapes)</b>
<b>National Curriculum Coverage</b>	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 ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
<b>Master Practical Skills</b>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin paintbrushes</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white to colours to make tints.</li> <li>• Add black to colours to make tones.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses (you can draw with paint!).</li> <li>• Show pattern and texture by adding dots and lines (you can do this with paint too).</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting and drawing, based on ideas from other artists.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> </ul>

		<p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise</li> <li>• Use overlapping ... and montage.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Add materials to provide interesting detail.</li> <li>• Create and combine shapes to produce recognisable forms (e.g. shapes made from nets)</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Create images and explain why they were created – pupils will light and photograph their cityscapes as if it were day/night.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a style of drawing suitable for the work. (e.g. realistic, impressionistic etc)</li> <li>• Use lines to enhance movement.</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Mix textures (rough, smooth, plain, patterned).</li> <li>• Combine visual and tactile qualities.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>• Combine visual and tactile elements.</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (pupils will photograph and enhance the photos – change colours to the fauvist colour palette)</li> </ul>
<b>Artists, Designers, Architects and Craftspeople to look at</b>	<ul style="list-style-type: none"> <li>• Joseph Turner</li> <li>• Claude Monet</li> <li>• Edgar Degas</li> </ul>	<ul style="list-style-type: none"> <li>• Johannes Vermeer</li> <li>• Giovanni Antonio Canal (Canaletto)</li> <li>• Gustave Caillebotte</li> <li>• Camille Pissarro</li> <li>• Richard Estes</li> <li>• Yvonne Jacquette</li> </ul>	<ul style="list-style-type: none"> <li>• Henri Matisse</li> <li>• Andre Derain</li> </ul>
<b>Final Outcome</b>	A mixed media seascape using painting, drawing and collage.	A mixed media cityscape with a sculptural element as well as painting, drawing and collage.	A mixed media collage using enhanced digital images as well as drawing, painting, collage and sculpture.

<b>Year A Project 2 –</b>	<b>Milestone 1 (Key Stage 1)</b>	<b>Milestone 2 (Lower Keys Stage 2)</b>	<b>Milestone 3 (Upper Key Stage 2)</b>
	<b>In the Jungle</b>	<b>Abstract Art</b>	<b>The Explosion of Pop Art</b>
<b>National Curriculum Coverage</b>	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 ♣ about the work of a range of	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

	artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		
<b>Master Practical Skills</b>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin paintbrushes</li> <li>• Mix primary colours to make secondary colours</li> <li>• Add white to colours to make tints.</li> <li>• Add black to colours to make tones.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses (you can draw with paint!).</li> <li>• Show pattern and texture by adding dots and lines (you can do this with paint too).</li> </ul> <p><b>Print:</b></p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (animal pattern etc)</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. (include sponges?)</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> </ul> <p><b>Print:</b></p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours</li> <li>• Make printing blocks</li> <li>• Make precise repeated patterns</li> </ul>	<p><b>Draw:</b></p> <ul style="list-style-type: none"> <li>• Choose a style of drawing suitable for the work.</li> </ul> <p><b>Print:</b></p> <ul style="list-style-type: none"> <li>• Build up layers of colour</li> <li>• Create accurate pattern to show fine detail.</li> <li>• Use a range of visual elements (line, tone, texture etc) to reflect the purpose of the work.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Choose from a range of stitching techniques</li> </ul>
<b>Artists, Designers, Architects and Craftspeople to look at</b>	<ul style="list-style-type: none"> <li>• Henri Rousseau (focus artist)</li> </ul>	<ul style="list-style-type: none"> <li>• Wassily Kandinsky (focus artist)</li> <li>• Mark Rothko</li> <li>• Jackson Pollock</li> </ul>	<ul style="list-style-type: none"> <li>• Roy Lichtenstein</li> <li>• Eduardo Paolozzi</li> <li>• Andy Warhol</li> <li>• Jasper Johns</li> <li>• Robert Rauschenberg</li> </ul>
<b>Final Outcome</b>	Produce a <b>repeated (single colour/layer) print to mimic an animal print</b> – these will be combined to make a huge, whole class OR smaller scale group jungle images in the style of Henri Rousseau.	Produce a <b>multi-layered</b> polystyrene print <b>as well as single layers of textured prints (string glued to printing block)</b> to create a piece of abstract art in the style of Wassily Kandinsky.	Produce a <b>multi-layered textured print</b> in a pop art style on fabric <b>which is stitched into</b> . The pieces will be put together to create a pop art class banner to represent pop culture today.

Year B Project 1 –	Milestone 1 (Key Stage 1)	Milestone 2 (Lower Keys Stage 2)	Milestone 3 (Upper Key Stage 2)
	<b>Food</b>	<b>Animals</b>	<b>A Study of Surrealism</b>
<b>National Curriculum Coverage</b>	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 ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	To create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	To create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
<b>Master Practical Skills</b>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes</li> <li>• Mix primary colours to make secondary colours.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul> <p><b>Draw:</b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thicknesses</li> <li>• Show pattern and texture by adding lines and dots.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures...and shapes (pupils photograph still life set up and digitally edit to make them Cezanne-esque)</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes)</li> </ul> <p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, <b>overlapping, mosaic and montage.</b></li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting and drawing, based on ideas from other artists.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work. (e.g. realistic, impressionistic etc)</li> <li>• Use lines to enhance movement.</li> </ul> <p><b>Collage:</b></p>

			<ul style="list-style-type: none"> <li>Mix textures (rough, smooth, plain, patterned).</li> <li>Combine visual and tactile qualities.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>Combine visual and tactile elements.</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>Enhance digital media by editing (pupils will photograph and enhance the photos)</li> </ul>
<b>Artists, Designers, Architects and Craftspeople to look at</b>	<ul style="list-style-type: none"> <li>Paul Cezanne</li> <li>Johannes Vermeer</li> </ul>	<ul style="list-style-type: none"> <li>Megan Coyle (collage artist)</li> <li><a href="#">10 Most Famous Animal Paintings - Artst</a> See this website for various painting which pupils can look at to study for painting.</li> <li>Albrecht Durer</li> <li>George Stubbs</li> </ul>	<ul style="list-style-type: none"> <li>Salvador Dali</li> <li>Rene Magritte</li> <li>Joan Miro</li> <li>Paul Klee</li> <li>Marc Chagall</li> </ul>
<b>Final Outcome</b>	A still life <b>painting</b> of food in the style of Paul Cezanne. Pupils will create their own arrangement and discuss reasons for choices.	A <b>painting</b> animal and a <b>collaged</b> animal (in the style of Megan Coyle and a chosen painter – focus on the element of texture.	A <b>painting</b> , <b>collaged</b> (inc use of enhanced digital media) surrealist piece of work.

<b>Year B Project 2 –</b>	<b>Milestone 1 (Key Stage 1)</b>	<b>Milestone 2 (Lower Key Stage 2)</b>	<b>Milestone 3 (Upper Key Stage 2)</b>
	<b>The Beauty of Flowers</b>	<b>Myths and Legends</b>	<b>Cultural Tradition in Art</b>
<b>National Curriculum Coverage</b>	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 ♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.	to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.
<b>Master Practical Skills</b>	<p><b>Draw:</b></p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thicknesses</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>Experiment with colour to create mood. (applied to drawing and pastel studies)</li> </ul>	<p><b>Paint:</b></p> <ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show pattern and texture by adding lines and dots.</li> <li>• Show different tones by using coloured pencils/pastels.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Join materials using glue and/or stitch.</li> <li>• Use dip dye techniques</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Shape and stitch materials</li> <li>• Colour fabric</li> <li>• Quilt, pad and gather fabric.</li> <li>• Use basic cross stitch</li> </ul>	<ul style="list-style-type: none"> <li>• Combine colours, tones and tints to enhance the mood of a piece – (applied to drawings in this project.)</li> <li>• Develop a personal style of painting and drawing, based on ideas from other artists.</li> </ul> <p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, directions of sunlight)</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work. (e.g. realistic, impressionistic etc)</li> </ul> <p><b>Digital Media:</b></p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (pupils will photograph and enhance the photos)</li> </ul> <p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques</li> </ul>
<p><b><u>Artists, Designers, Architects and Craftspeople to look at</u></b></p>	<ul style="list-style-type: none"> <li>• Georgia O’Keeffe (focus artist)</li> <li>• Marc Quinn</li> <li>• Claude Monet</li> </ul>	<p>Peter Paul Reubens George Frederic Watts Dante Garbriel Rossetti Edward Burne-Jones Joan Jonas</p>	<ul style="list-style-type: none"> <li>• Richard Kimbo</li> </ul>
<p><b><u>Final Outcome</u></b></p>	<p>Produce a <b>textile flower (lily)</b> following drawing studies in the style of Georgia O’Keeffe. Pupils will dip dye fabric and use the fabric to form the petals of their flower. They will then embellish it <b>through gluing /stitching fabric and beads</b> to add stamens etc. They should be encouraged to select materials to represent textures.</p>	<p>Produce a <b>textile mythical creature</b>. Pupils will have <b>coloured/dyed/painted their fabric</b> in advance, using marks to represent texture. They will stitch on, beads, other fabrics and use stitching to create creature features.</p>	<p>A group <b>batik (special textiles technique)</b> in the style of Ricard Kimbo depicting a typical Altrincham scene (the market). <b>Batik with texture (use of salt) and stitching/embellishment.</b></p> <p>Possibly use the following ‘alternative’ batik method...</p> <p><a href="#">Toothpaste Batik - Mystic Museum of Art</a></p> <p>This could be an alternative method if we cannot afford proper resources?</p>

## Implementation

It is our belief that pupils should be taught in the best way possible according to up to date pedagogical thinking. High quality, inclusive teaching (IQFT) is an essential component of our curriculum framework model so that our 'irresistible' curriculum intent translates into outstanding teaching at the point of implementation.

The following constructs may be used to teach art at ACE, these are suggestions but are not exhaustive.

<u>IQFT</u>	<u>Subject Specific</u>
<p><b>Planning Learning Opportunities</b></p> <ul style="list-style-type: none"><li>• Carefully planned, <b>well-structured</b> and paced lessons.</li><li>• Making <b>strong cross-curricular links</b> when appropriate.</li><li>• Clearly <b>defined Learning Objectives and Tasks</b>, shared with pupils at the beginning of each lesson. These are known as 'Ls' and 'Ts' at ACE.</li><li>• Each Learning Objective is <b>differentiated</b> on a number of levels so that children gradually develop skills, knowledge and application of knowledge. These are known as '<b>Chilli- Challenges</b>' at ACE.</li></ul>	<ul style="list-style-type: none"><li>• Use of 'hooks', wow moments, first hand experiences</li><li>• Outdoor learning opportunities e.g. transient art opportunities during Forest School</li><li>• Design Technology – finishing techniques and processes, architects</li><li>• Visits/ Trips – these may be virtual ones e.g. to local art galleries or exhibitions</li><li>• Visitors to talk about first hand experiences e.g. local artists and crafts people</li><li>• Use of stories and non-fiction texts e.g. to learn about artists and crafts people</li><li>• History- artefacts, paintings, drawings, artists and crafts people throughout history</li><li>• Religious Education – Art throughout religion (all world religions) and religious artefacts</li></ul>
<p><b>High Expectations</b></p> <ul style="list-style-type: none"><li>• Children at ACE are expected to be <b>RISK-TAKERS</b> and <b>choose their own level of challenge</b>. Thereby taking control of their own learning.</li><li>• Children understand that they need to challenge themselves in order to learn and that this will require them to work outside of their comfort zone and show <b>RESILIENCE</b>. At ACE, we talk about being in the '<b>Learning Pit</b>' and '<b>Wobbling</b>'.</li><li>• Resource boxes and Table packs develop <b>INDEPENDENCE</b>, <b>support</b> and <b>deepen leaning</b>.</li><li>• <b>Positive relationships</b> between adults and pupils, using praise and positive reinforcement so that children feel valued and inspired to achieve their best.</li><li>• Setting <b>high standards and expectations</b> for behaviour.</li></ul>	



- Computing – digital photography, drawing apps/software, using apps to apply artistic effects

#### **Engagement and Enhancement**

- Pupils **demonstrating their learning** in a variety of forms, with a focus on enjoying the journey that comes from **DEEP THINKING, LEARNING** and **PROBLEM SOLVING**.
- **Imaginative and creative approaches** to ensure lessons are interesting and stimulating.
- Varied **teaching styles**.
- Use of **ICT** to enhance learning experiences

#### **Learning Environment**

- Classrooms are bright, vibrant and **alive with learning**, following our 'communication friendly' guidelines.
- Displaying **self-help working walls** to promote independence and perseverance
- Examples of **WAGOLs (What a good one looks like)** and high quality pupils' work.

#### **Feedback**

- Use continuous **Assessment for Learning** to make ongoing judgements of pupils
- **Teach at the Point of Learning (TaPoL)** to be responsive to children's needs.
- Give **timely feedback** during the lesson.
- Enabling pupils to **respond to feedback** (self, peer, adult) in an age appropriate way. Pupils at ACE in Year 1 (Summer Term onwards) and Years 2-6, will have opportunities to edit, improve and correct their learning outcomes. For example, pupils will make changes to their work. At ACE, this is known as **'Purple Polishing'**.

### **Impact**

Art and design is monitored by the subject leader throughout all year groups using a variety of strategies such as work and book scrutiny, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers so that they can continually review and improve their practice. School leaders use the information to see if the children have developed the correct skills and knowledge for their milestone, making good progress from their starting points.

Our children will

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Assessment**

Art and design is assessed through teacher judgement and monitored by the subject leader and Senior Leadership Team. Proof of Progress Tasks, the final piece/outcome and pupil voice supports teachers in making accurate judgements of what the children know.

## Vocabulary

At Altrincham CE we are committed to delivering a vocabulary rich curriculum for all our pupils. Research evidences that pupils with the most extensive vocabulary have:

- Better reasoning, inference and pragmatic skills
- Academic success and employment
- Better mental health in adulthood

Through our 'irresistible' curriculum framework, children are systematically taught a range of academic and technical vocabulary so that they can articulate complex ideas and deepen their understanding.

Milestone 1	Milestone 2	Milestone 3
Alter	Accurate	Abstract
Arrange	Adapt	Acrylic
Artisan	Annotate	Animation
Artist	Back Stitch	Ceramic
Brush	Blocks	Convey
Carving	Coiling	Enhance
Classic	Collect	Expression
Collage	Cross hatching	Extend
Create	Cross stitch	Fluent
Cut	Distinctive	Frameworks
Designer	Dye	Grasp
Develop	Elaborate	Interpretation
Digital Media	Feeling	Lifelike
Dot	Hardness	Mimic
Effect	Hatching	Proportion
Experiment	Influenced	Provoke
Explore	Layers	Qualities
Glue	Mix	Stability

Join	Montage	Tactile
Line	Mood	
Materials	Mosaic	
Method	Movement	
Modern	Notable	
Moulding	Original	
Object	Overlapping	
Paint	Palette	
Pattern	Patterned	
Plaiting	Plain	
Primary Colours	Precise	
Print	Quilt	
Sculpture	Recognisable	
Secondary Colours	Recordings	
Shading	Refine	
Shadow	Replicate	
Sort	Resources	
Stitching	Rough	
Technique	Sketch	
Textile	Smooth	
Texture	Striking	
Thickness	Style	
Tint	Tessellation	
Tones	Washes	
Tool	Watercolour	
Visual		
Weaving		