



Art and Design

Curriculum Overview

Masefield Primary School



Art and Design

Art and Design Careers

Fine artist, illustrator, graphic designer, photographer, interior designer, art teacher or lecturer, curator, art therapist, animator, product designer.



“Every human is an artist,”
- Don Miguel Ruiz

Art and Design Journey at Masefield



Lesson Sequence:

1	• Knowledge Organiser and vocabulary
2	• Research the Artist
3	• Learn the Skill
4/5	• Practise the Skill
6	• Apply the Skill

Art and Design National Curriculum in England

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should be taught

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- 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.

Statement of Intent for Art and Design

The Art curriculum at Masfield is rooted in the belief that art provides a medium for pupils to understand and evaluate the thoughts, feelings and ideas of others and to express their own. Art and design embody some of the highest forms of human creativity and we believe that it is our duty to develop cultural appreciation of art and to develop knowledge of key individuals and their contributions in this field. It is through these key principles that we engage, inspire and challenge pupils whilst equipping them with knowledge and skills to explore, invent and create their own works of art and craft.

At Masfield, Art is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Art teaching. The school's long term plan for Art sets out the content of teaching within in each year group. This is supported by the school's Art progression document which demonstrates learning outcomes within each strand of development within an Art unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the Art curriculum provides structured opportunities for pupils to:

- record responses, including observations of the natural and made environment;
- gather resources and materials, using them to stimulate and develop ideas;
- explore and use two and three-dimensional media, working on a variety of scales;
- review and modify their work as it progresses;
- develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work;
- respond to and evaluate art and craft including their own and others' work;
- show development in their ability to create images;
- understand and apply the basic principles of art and craft to include: Line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective;
- realise their ideas and sustain a level of working from start to the completion of a project or a piece of work

Knowing More and Remembering More in Art and Design

At Masefield, we recognise the importance of retrieval practice in making learning more efficient. Retrieval practice allows our teachers to identify and address gaps in knowledge and check for misunderstandings, whilst simultaneously allowing children to make and strengthen connections between their knowledge and providing firmer foundations for future learning. In Art and Design, all teachers follow these agreed procedures to support the consolidation of prior learning and the incremental development of new learning:

The beginning of every unit

In order to assess prior knowledge, the teacher will present the children with the previous years' LbQ question set for that topic where applicable.

This low stakes quiz allows children the opportunity to recall and strengthen relevant prior knowledge which then can be built upon over the upcoming lessons. This also allows teachers the opportunity to identify and address any gaps in prior knowledge or misconceptions so that they can accurately adapt their teaching to ensure that children build a strong knowledge of the required content.

The beginning of every lesson

At the beginning of every lesson, the teacher will refer back to the previous lessons within the sequence of learning. This provides children the opportunity to recall prior knowledge and make connections between this and the new learning in the current lesson.

The end of each unit

At the end of each unit, the teacher will present the children with the LbQ question set for that unit. This is a low stakes quiz which will assess the children's knowledge of the required content in each unit.

This allows children yet another opportunity to recall and strengthen their learning from this unit. It also provides teachers with a clear picture of children's understanding, which will inform their summative assessments for the unit. This allows the teacher another opportunity to address gaps in knowledge or misconceptions.

Friday Flashbacks

Through Friday Flashbacks, the teacher will present the children with the LbQ question sets for all the units taught so far that year. These are low stakes quizzes will assess the children's knowledge of the required content in each unit.

This allows children multiple further opportunities to recall and strengthen their learning from previous units. It also provides teachers with a clear picture of children's understanding and how their knowledge and skills are developing incrementally. It allows them multiple further opportunities to address gaps in knowledge or misconceptions.

Teaching and Learning Delivery Model: Building Knowledge through Challenge

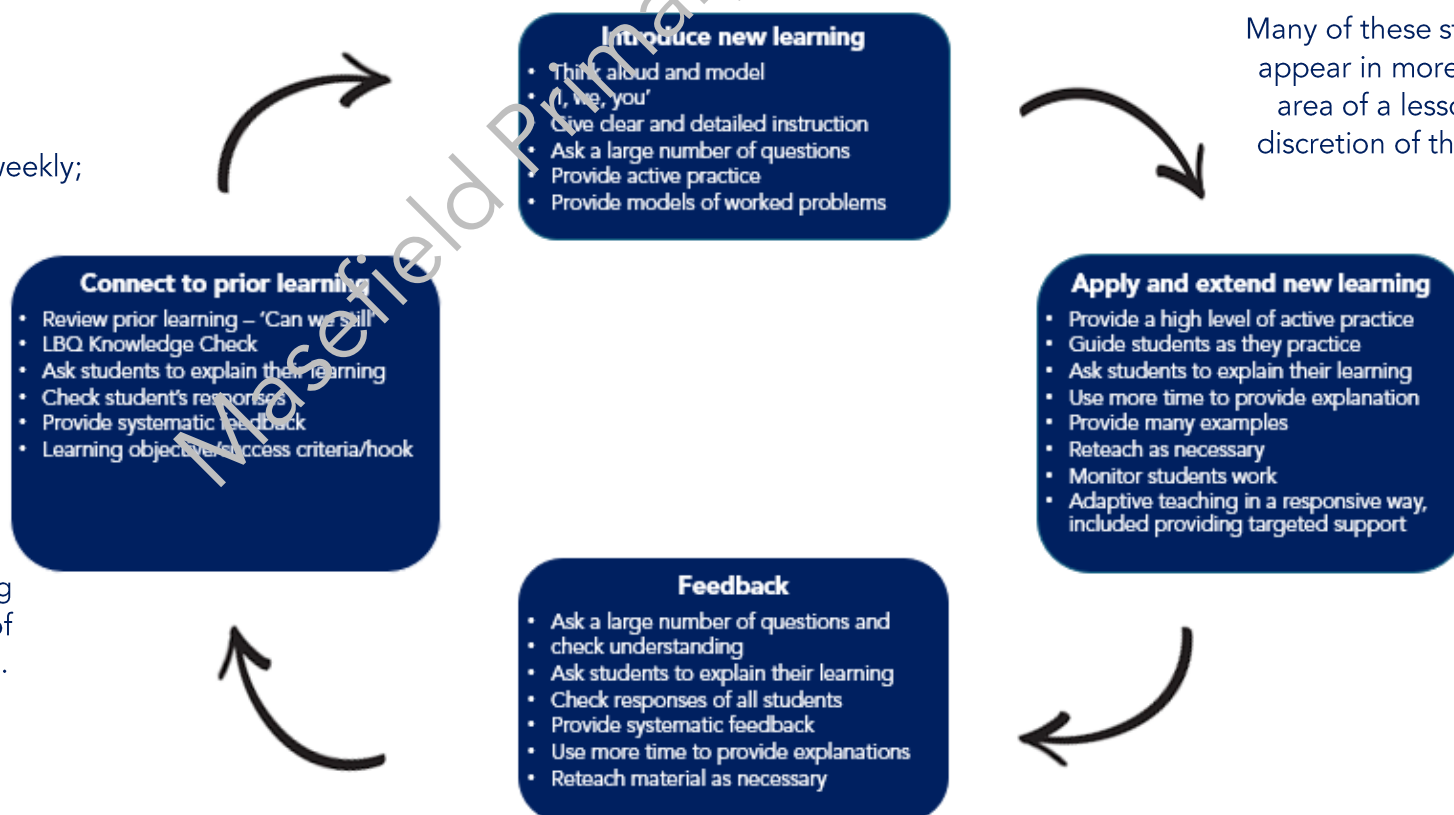


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> ✓ Have high expectations for all groups of children ✓ Have strong subject knowledge ✓ Promote independence ✓ Promote confidence ✓ Offer praise and encouragement ✓ Are enthusiastic and positive about learning ✓ Model good learning ✓ Offer high quality conversation and talk 	<ul style="list-style-type: none"> ✓ Have a distinct knowledge base ✓ Are purposeful ✓ Are memorable ✓ Are active ✓ Are engaging ✓ Are focussed ✓ See children and teachers working as a learning team 	<ul style="list-style-type: none"> ✓ Increase knowledge ✓ Develop basic skills ✓ Meet children's individual learning needs ✓ Broaden and extend experiences ✓ Offer an opportunity to try new things ✓ Are cross curricular if appropriate ✓ Offer first hand experiences through trips or visitors

There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Adaptive Teaching



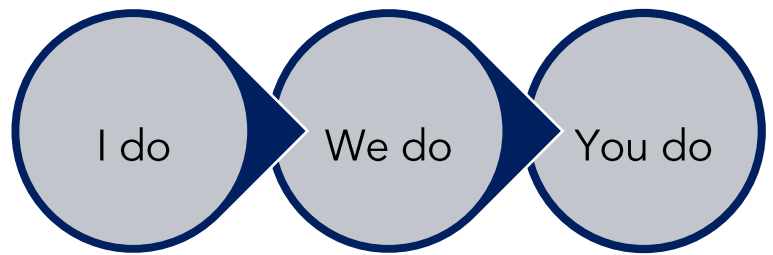
"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum.

The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



Explicit Instruction

Adaptive practice:
Pre-teach or TA support during modelling.

Shared Instruction

Check:
Use this section to check pupils' understanding. Can they do it with the structure in place?

Independent Practice

Reflect and Respond:
Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading - could this be reading they will do as part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g. provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g. – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g. provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g. – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g. - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g. use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g. give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g. – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g. – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g. – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g. - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g. extend more able learners through open-ended questions when providing feedback.



Learning by Questions – Using EdTech to support Teaching and Learning



What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masfield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masfield over the last few years. All teachers and pupils have accounts that allow access to all resources.

What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

Using LbQ in Maths

- 3 tasks completed daily as morning maths - LBQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.



Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

Using LbQ in Foundation Subjects

- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.

Long-term Overview for Art and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Nursery	Drawing	Sculpture	Painting	Collage	Drawing	Sculpture
EYFS: Reception	Drawing Henri Rousseau	Sculpture Brendan Jamison	Painting Frank Bowling	Collage Joan Miro	Drawing Henri Rousseau	Sculpture Brendan Jamison
Year One	Drawing Wassily Kandinsky		Painting David Hockney	Textiles – see DT James Fox	Printing Orla Kiely	
Year Two	Drawing Paul Klee		Sculpture Andy Goldsworthy		Painting Iris Scott	Collage Jesse Treece
Year Three	Drawing Georgia O'Keeffe		Painting Henri Matisse	Textiles – see DT Coco Chanel	Printing Salvador Dali	
Year Four	Drawing Claude Monet		Collage Beatriz Millhazes		Painting L.S. Lowry	Sculpture Anthony Gormley
Year Five	Drawing Vincent Van Gogh		Painting Louis Mbughuni	Textiles – see DT Faith Ringgold	Printing Andy Warhol	
Year Six	Drawing Claude Monet		Collage Frida Kahlo		Painting David Oliveira	Sculpture Rosemary Karuga

Use of Sketch Books in Art and Design

Key Stage One

Pupils in Key Stage One will use their sketch books to:

- Express feelings about a subject and to describe their likes and dislikes;
- Make notes in their sketch books about techniques used by artists;
- Suggest improvements to their work by keeping notes.

Lower Key Stage Two

Pupils in Lower Key Stage Two will use their sketch books to:

- Adapt and improve their original ideas;
- Make notes in their sketch books about techniques used by artists;
- Make detailed notes, quotes and explanations about their art work.

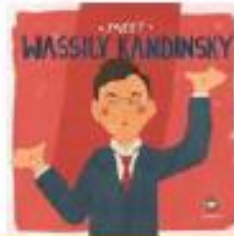
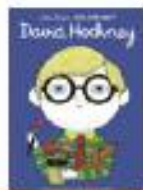
Upper Key Stage Two

Pupils in Upper Key Stage Two will use their sketch books to:

- Compare their methods to those of others and keep notes;
- Combine graphics and text based research of commercial design to influence the layout of their sketch books;
- Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations.

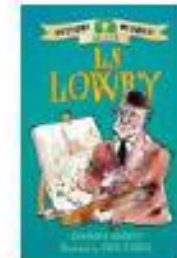
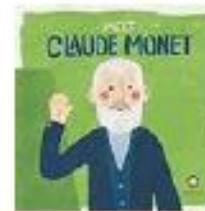
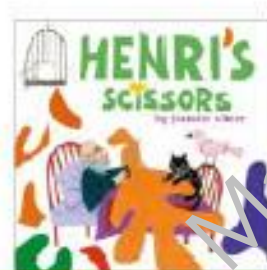
Art and Design Literature Spine

To support the teaching of Art and Design here at Masefield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in Art and Design.



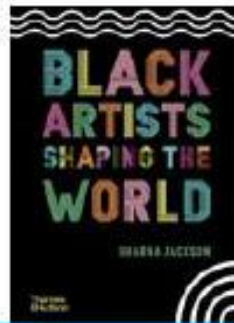
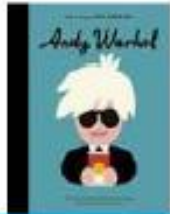
Year One

Year Two



Year Three

Year Four



Year Five

Year Six

Masefield Primary School

Art and Design Movements

Traditional Art

Traditional art refers to cultural art forms and techniques that have been practiced and passed down through generations within a particular culture or community. Traditional art often reflects the history, beliefs, values, and customs of a specific group of people. It encompasses a wide range of artistic disciplines such as painting, sculpture, pottery, and textiles.

Some examples of Traditional Artists we study are:

- Vincent Van Gogh
- Henri Rousseau
- Claude Monet

Modern Art

Modern art refers to the artistic movement that emerged in the late 19th century and lasted until the 1960s. It is characterized by experimentation, abstraction, and a focus on the individual artist's vision. Modern art includes movements such as Cubism, Surrealism, and Abstract Expressionism.

Some examples of Modern Artists we study are:

- Andy Warhol
- Frida Kahlo
- L.S. Lowry

Contemporary Art

Contemporary art, refers to the art that has been produced since the 1960s up to today. It encompasses a wide range of styles and forms, including installation art, performance art, and digital art. Like modern art, contemporary art is often experimental and challenges traditional definitions of art.

Some example of Contemporary Artists we study are:

- David Hockney
- Andy Goldsworthy
- Anthony Gormley

Early Years – Expressive Art and Design

3 and 4 year olds

Physical Development

- Know the names of key tools and resources, e.g. glue and scissors, and what they are used for.
- Know the correct grip to use when holding scissors, pencils and other one-handed tools

Expressive Arts and Design

- Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.
- Know how to connect pieces together such as Lego or bricks.
- Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for.
- Know what they want to and could make, and which materials would work well.
- Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas

Reception

Physical Development

- Know techniques to help them move carefully and with control.
- Know the names of a range of tools.
- Know how to hold and use a range of tools for a desired outcome, e.g. tape and glue used to build a structure.
- Know the safety rules when using certain tools, resources and equipment.

Expressive Arts and Design

- Know the names of different feelings.
- Know that art and design can inspire feelings and emotions, and vice versa.
- Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.
- Know that they can return to and build on their previous learning, and know who to ask for help when needed.
- Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.
- Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills

Early Learning Goals

Physical Development

- Know how to use a range of small tools, including scissors, paintbrushes and cutlery.

Expressive Arts and Design

- Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Know that they can share their creations, explaining the process they have used.

Drawing

Theme: Marvellous Me!

Learning Opportunities:

- Free painting/drawing family/friends
- Creating ourselves with different media – collage, loose parts
- Autumn crafts

New vocabulary for this unit:
pencil, pencil crayon, colours

Autumn 1 - Nursery

Curriculum Content:

- Drawing: (ourselves, friends, faces, bodies) Explore drawing through sensory activities – foam, sand, sticks in mud, paint.
- Use tools to draw lines and patterns – zig zags, spirals, wavy, long, short, thick, thin.
- Use range of tools – wax crayons, pencil crayons, chalks, felt/ger pens, pastels, charcoal, paper card & plastic, chalkboard, whiteboard, boxes, walls, floor, paper, under table, easels.
- Talk about their drawings
- Understand the effects of light pressure, firm pressure, thick & thin lines or patterns.
- Choose tools for a purpose – hard (biro, felt tips) soft, (crayon) smudgy (chalk, pastel or charcoal)
- Draw on textured material (cellophane, corrugated card, shiny paper, foil.
- Look at patterns in the environment – pictures, objects, photographs, wallpaper.

Autumn 2 - Reception

Sculpture

Artist Focus:



**Brendan
Jamison**

New vocabulary for this unit:

Boxes, glue, playdough, flour, water, materials.

Curriculum objectives:

- Have a knowledge of natural, made and imaginative environments and use this knowledge to inspire their own ideas, in small world play, such as a city with different buildings and a park.
- Know how to connect pieces together such as Lego or bricks.
- Know the names of some different materials, including food, and their basic properties, i.e. what they would be good for.
- Know what they want to and could make, and which materials would work well.
- Know what some different shapes look like and how to create them, in order to create drawings to record their design ideas.

Linked Artist Knowledge

- Brendan Jamison was born 1979, in Belfast Northern Ireland.
- Brendan works primarily as a sculptor using sugar cubes as his favoured material. He uses special sculpting tools to share the sugar cubes and an adhesive material to bind them together.
- He has created a sugar cube model of 10 Downing Street, a whole sugar city called 'Sugar Metropolis' and Tate Modern.

Sculpture

Pupils should be taught to:

- Know how to make playdough using flour, salt and water.
- Use everyday objects such as boxes and tubes to create their own sculptures.

Painting

Artist Focus:



David
Hockney

New vocabulary for this unit:

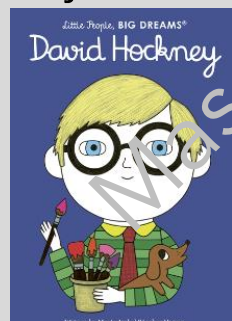
primary colours: red, yellow and blue

secondary colours: purple, orange and green

fine: very thin

thick: very big

Key Text:



National Curriculum objectives:

- 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
- To learn 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.

Context for Study:

This unit follows on from Reception where children had experiences of:

- Know the names of different feelings.
- Know that art and design can inspire feelings and emotions, and vice versa.
- Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like.
- Know that these effects can be used to improve the appearance of something.
- Know that they can return to and build on their previous learning, and know who to ask for help when needed.
- Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.
- Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills

Linked Artist Knowledge

Pupils should be taught that:

- David Hockney was born on 9th July 1937 in Bradford, England.
- He completed a series of painting in acrylics of swimming pools (following a visit to California).
- Hockney is an avid user of the Brushes iPhone app. He uses it to draw portraits and send them to friends.
- His paintings sell for millions of dollars
- Hockney experimented with photocollage – joining and combining photos

Colour

Pupils should be taught to:

- Know purple, orange and green are secondary colours.
- Know red and blue = purple.
- Know red and yellow = orange.
- Know blue and yellow = green.



Brush Theory

Pupils should be taught to:

- Know to select a fine paint brush to add detail and a fat brush to cover large areas.
- Replicate patterns using own colour choices.
- Replicate colours used by great artists in their own artwork.

The Big Idea:

An important contributor to the pop art movement of the 1960s, David Hockney is considered one of the most influential British artists of the 20th century. The primary colours are blue, yellow and red. The secondary colours are purple, orange and green.

Summer 1 – Year One

Printing

Artist Focus:



Orla Kiely

New vocabulary for this unit:

primary colours: red, yellow and blue

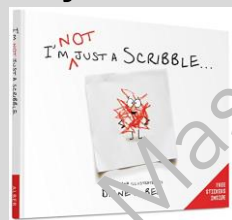
soft: easy to shape

hard: not easy to shape

accurate: to be careful

smudge: a mark or stain

Key Text:



National Curriculum objectives:

- 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
- To learn 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.

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- Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like. Know that these effects can be used to improve the appearance of something.
- Know that they can return to and build on their previous learning, and know who to ask for help when needed.
- Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.
- Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills

Linked Artist Knowledge

Pupils should be taught that:

- Orla Kiely was born in 1963 in County Dublin, Ireland.
- Orla first studied print and textiles at the National College of Art and Design in Dublin.
- She has designed textiles, wallpapers, hats and clothes.
- The Duchess of Cambridge has worn dresses designed by Orla Kiely.
- She used nature to inspire her designs.

Printing

Pupils should be taught to:

- Know how to print using sponges, vegetables and fruit using primary colours.
- Know that the primary colours are red, yellow and blue.
- Know how to accurately create a print.

The Big Idea:

Anni Albers is known for pioneering graphic wall hangings, weavings and designs. A range of materials can be used to print, including sponges, fruit and vegetables.

Summer 1 – Year Two

Painting

Artist Focus:



Iris Scott

New vocabulary for this unit:

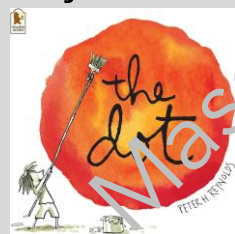
hard: not soft; solid; firm; tough.

soft: not strong or bright.

texture: the feel or look of a surface.

effect: to create impact

Key Text:



National Curriculum objectives:

- 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
- To learn 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.

Context for Study:

This unit follows on from Year One where children had experiences of:

- Know the names of different feelings.
- Know that art and design can inspire feelings and emotions, and vice versa.
- Know the names of a range of artistic effects, e.g. colouring, collage, etc. and what these look like.
- Know that these effects can be used to improve the appearance of something.
- Know that they can return to and build on their previous learning, and know who to ask for help when needed.
- Know that it is okay to make mistakes, and have some techniques for using these situations as opportunities to build their own resilience.
- Know techniques for working collaboratively with adults and other children, sharing ideas, resources and skills

Linked Artist Knowledge

Pupils should be taught that:

- Iris was born on May 26 1984 in Maple Valley, Washington.
- She uses her finger to create her pieces of artwork – this is known as finger painting.
- Iris is determined in helping humanity think of animals as equals.
- Now that Iris is painting a larger scale, her canvases take a few days to plan, and several weeks to complete.

Colour

Pupils should be taught to:

- Know purple, orange and green are secondary colours.
- Know red and blue = purple.
- Know red and yellow = orange.
- Know blue and yellow = green.



- Know how to mix colours to make secondary colours.

Brush Theory

Pupils should be taught to:

- Know which brushes to use to give hard, soft and thin effects.
- Know how to create texture on paper.

The Big Idea:

Iris Scott is famous for creating large-scale, ultra-pigmented art which she creates through a unique finger painting technique, her pieces fuse natural and dream worlds into a striking exploration of curiosity and form. We can create secondary colours by mixing two primary colours together.

Drawing

Artist Focus:



Georgia
O'Keeffe

New vocabulary for this unit:

value: how light or dark something is.

smooth: not rough or even

rough: not smooth or having an uneven surface

fine: very thin or narrow

heavy: of great density; thick or substantial

Key Text:



National Curriculum objectives:

- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)
- To learn 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.

Context for Study:

This unit follows on from KS1 where children will:

- 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
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Linked Artist Knowledge

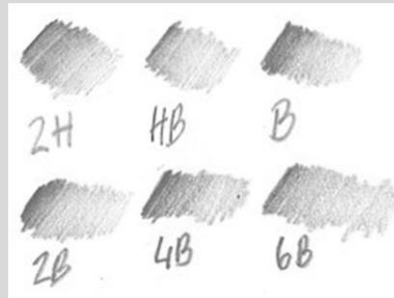
Pupils should be taught that:

- Georgia O'Keeffe was born on 15th November 1887 in Wisconsin, United States.
- At the age of ten, Georgia O'Keeffe knew she wanted to be an artist and she started to have lessons with Sara Mann, a watercolour painter.
- She was inspired by the scenery of New Mexico
- As she got older, O'Keeffe started to lose her central vision. She still had peripheral vision and she continued to produce artwork (pencil and charcoal drawings and pottery).
- Her most well-known work features objects enlarged and painted as if viewed through a magnifying glass

Pencil

Pupils should be taught to:

- Know which pencils create which tone & value.

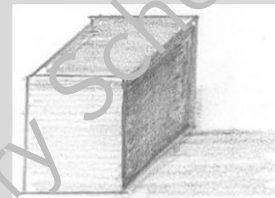


- Know how to add dimension to drawing using tone and value to create and enhance form.

Shape and Form

Pupils should be taught to:

- Know how to use tone and value to create 3D form: cuboid, cube.



- See and draw shapes accurately to give form, from observation.
- Know how to draw with 1 point perspective.

Shape and Texture

Pupils should be taught to:

- Know how to use pencil to create pattern and texture: fine feather, heavy feature, smooth scales, rough scales, spiny scales, fish scales.



The Big Idea:

Georgia O'Keeffe was known as an artist who painted nature in a way that showed how it made her feel. She is best known for her paintings of flowers and desert landscapes. We can use pencil to add dimension to a drawing using tone and value to create and enhance form.

Collage

Artist Focus:

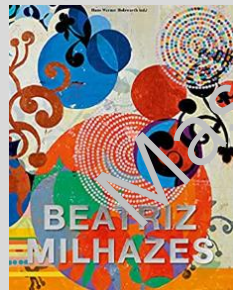


**Beatriz
Milhazes**

New vocabulary for this unit:

mosaic: a coherent pattern or image in which each component element is built up from small regular or irregular pieces of substances such as stone, glass or
ceramic montage: an art form consisting of putting together or assembling various smaller pictures to create a larger work
tessellation: an arrangement of shapes closely fitted together, especially of polygons in a repeated pattern without gaps or overlapping.

Key Text:



National Curriculum objectives:

- To use a range of materials creatively to design and make products
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- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay)
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Context for Study:

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- to use a range of materials creatively to design and make products
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Linked Artist Knowledge

Pupils should be taught that:

- Beatriz Milhazes was born in 1960 in Rio de Janeiro, Brazil.
- Milhazes is a modernist artist and uses all sorts of materials including candy bar wrappers, large colorful paper, holographic paper, and paint.
- There is a lot of repetition in her work, especially with circular shapes.
- Most of her artwork is done through collages.

Collage

Pupils should be taught to:

- Know how to draw regular 2D shapes accurately.
- Know how to create a 2D shape template.
- Know how shapes fit together in tessellation.
- Accurately cut 2D shapes of the same size.
- Know how to secure pieces using glue.

The Big Idea:

Beatriz Milhazes is known for her work juxtaposing Brazilian cultural imagery and references to western Modernist painting. We can fit 2D shapes together in tessellation to create interesting work and create 2D shape templates allowing us to accurately cut shapes of the same size.

Printing

Artist Focus:



Andy
Warhol

New vocabulary for this unit:

Carve: to cut (a solid material) so as to form something.

polystyrene: a synthetic sheet material. It can be solid or foamed.

relief printing: the process of carving patterns, shapes and designs into a 'block'.

precision: the quality, condition, or fact of being exact and accurate

Key Text:



National Curriculum objectives:

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- To learn 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.

Context for Study:

This unit follows on from LKS2 where children will:

- 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
- learn 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.

Linked Artist Knowledge

Pupils should be taught that:

- Andy Warhol was born on 6th August 1928 in Pittsburgh, Pennsylvania.
- He is known for his pop art and his work focuses on the crossover between celebrity, advertising and artistic expression.
- He worked with many forms of media, including: painting, printmaking, photography, drawing, sculpture, film and music.
- He founded the New York Academy of Art in 1979.

Printing

Pupils should be taught to:

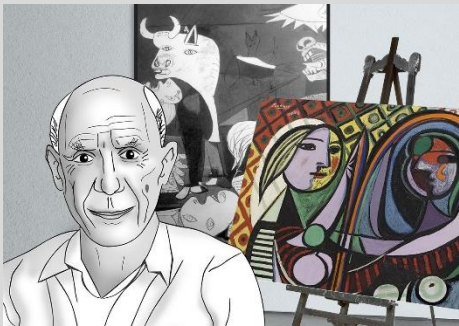
- Know how to carve to create a relief printing block
- Know how relief printing works

The Big Idea:

Andy Warhol is known for his bright, colourful paintings and prints of subjects ranging from celebrities including Marilyn Monroe and Mohammed Ali, to everyday products such as cans of soup and Brillo pads. Relief printing is a family of printing methods where a printing block, plate or matrix, which has had ink applied to its non-recessed surface, is brought into contact with paper.

Drawing

Artist Focus:



Pablo
Picasso

New vocabulary for this unit:

form: form connotes something that is three-dimensional and encloses volume, having length, width, and height, versus shape, which is two-dimensional, or flat. A form is a shape in three dimensions, and, like shapes, can be geometric or organic.

emotion: being able to get the feelings across to the viewer

Key Text:



National Curriculum objectives:

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Linked Artist Knowledge

Pupils should be taught that:

- Pablo Picasso was born in Malaga, Spain on 25th October 1881.
- His father started to train Pablo in drawing techniques and oil painting from the age of seven.
- Picasso was a painter, sculptor, print-maker and poet.
- During his career he completed more than 1800 paintings, sculptures, 2500 ceramic works, and 10000 drawings.
- Several of Picasso's works have been sold for more than \$100 million dollars.

Pencil

Pupils should be taught to:

Purposeful selection of medium to show:

Tone
Value
Form
Shape
Space
Texture
Pattern

Shape and Form

Pupils should be taught to:

- Know how to draw a range of 3D shapes: cuboid, cube, pyramid, cylinder, sphere.
- Create mood and emotion in drawings through choices of tone, form, value.
- Draw with a range of perspectives.

Shape and Texture

Pupils should be taught to:

- Know how to create mood and emotion in drawings through tone, form, value.

The Big Idea:

Pablo Picasso revolutionised the art world and to many is THE artist of the 20th century. He is famous for his pioneering role in Cubism with Georges Braque and for his melancholy Blue Period pieces. We can create mood and emotion in drawings through choices of tone, form and value.