



Art & DT

Subject Overview 23.24

Hensingham Primary School



Intent:

Art and Design at Hensingham is engaging and purposeful and used to allow all pupils to succeed. Throughout the Art and Design curriculum we want all pupils to develop an appreciation for Art & Design. We teach pupils about artists significance to the wider world and develop knowledge of cultural heritage. It is an opportunity for pupils to express themselves and develop creativity, resilience and explorative skills.

Implementation:

EYFS – Throughout the curriculum pupils will develop creative thinking and fine motor skills. Pupils will begin to use variety of tools to create art and start to be introduced to other artists by mimicking and exploring their techniques.

KS1 – Build on fine and gross motor skills through transition of continuous provision in year one and start to look at artists in greater depth. Not just mimicking, but starting to take inspiration from.

KS2 - Develop pupils understanding of the whole process of making art. Pupils will draw inspiration from artists to make original pieces of work using multiple disciplinary skills to create this. Towards the end of KS2 start to introduce the political aspect of art considering why art is significant and important to the wider world.

Art and Design is taught for 1 hour per week on a half- termly basis.

Develop awareness of the wider world through trips, visitors and interactive online resources. Where appropriate, Tullie House is used well for this purpose, especially to develop knowledge of local artists.

Cover pages - Pupils will have key vocabulary , skills and images to use as a hook and to revisit important ideas. As a part of the review of their skills and learning pupils may add in self and peer evaluation notes to their sketch books throughout a unit of work.

Subject: Art & Design**Impact:**

Pupils have a broad range of understanding of art and can use the skills they have learnt to produce final pieces of work. Critical thinking skills are developing and pupils an begin to reflect on their own and others art work.

Children enjoy art lessons and enjoy expressing themselves creatively. Pupils are starting to acknowledge the impact art has globally and discuss this.

Planning:

- Long term planning is based on the national curriculum. CET base curriculum with has been adapted for our school.
- MTP references disciplinary knowledge to ensure that art skills are being developed and taught in sessions so children are actively being artists.
- Art is taught on a half-termly basis this allows children to deepen their skills in line with the national curriculum.
- Key artists have been selected for each year group allowing pupils to meet disciplinary and national curriculum goals.
- Significant individuals for study use a range of mediums and a range a diverse artists from across the world.

SEND:

Adjustments/tweaks and challenge made so all learners access age related objectives.
Word banks and writing frames.
Alternative grip pens/brushes/ scissors.
Equipment considerations (EG-Larger needles).
Art examples on tables for pupils to mimic.

Cross curricular links:

Where appropriate, Art & Design final products can link to other subjects within the curriculum such as History, Science or Geography.

Next Steps:

- CPD opportunities for teachers and subject coordinator as new to role.
- Developing ways and tool for assessment in the subject.
- Developing external links with artists and teachers.

Monitoring and Assessment:

Coverage is shown through highlighting Progression Skills document
Book looks
Learning walks and pupils voice

SMSC:

- Children will develop an understanding of artists ideas and how they are conveyed through art.
- Children will study a range of artists with varying cultural backgrounds to learn more about the wider world.
- Develops self-awareness and builds resilience impacting pupils critical thinking skills.

Intent



Our Art and Design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. It has been written and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

Based on the scheme of work from Kapow, pupils are taught the full national curriculum.

The use of a specific Art and & Design cycle; design, create and evaluate supports pupils to understand the Art and Design process and contribute towards each stage of that process.

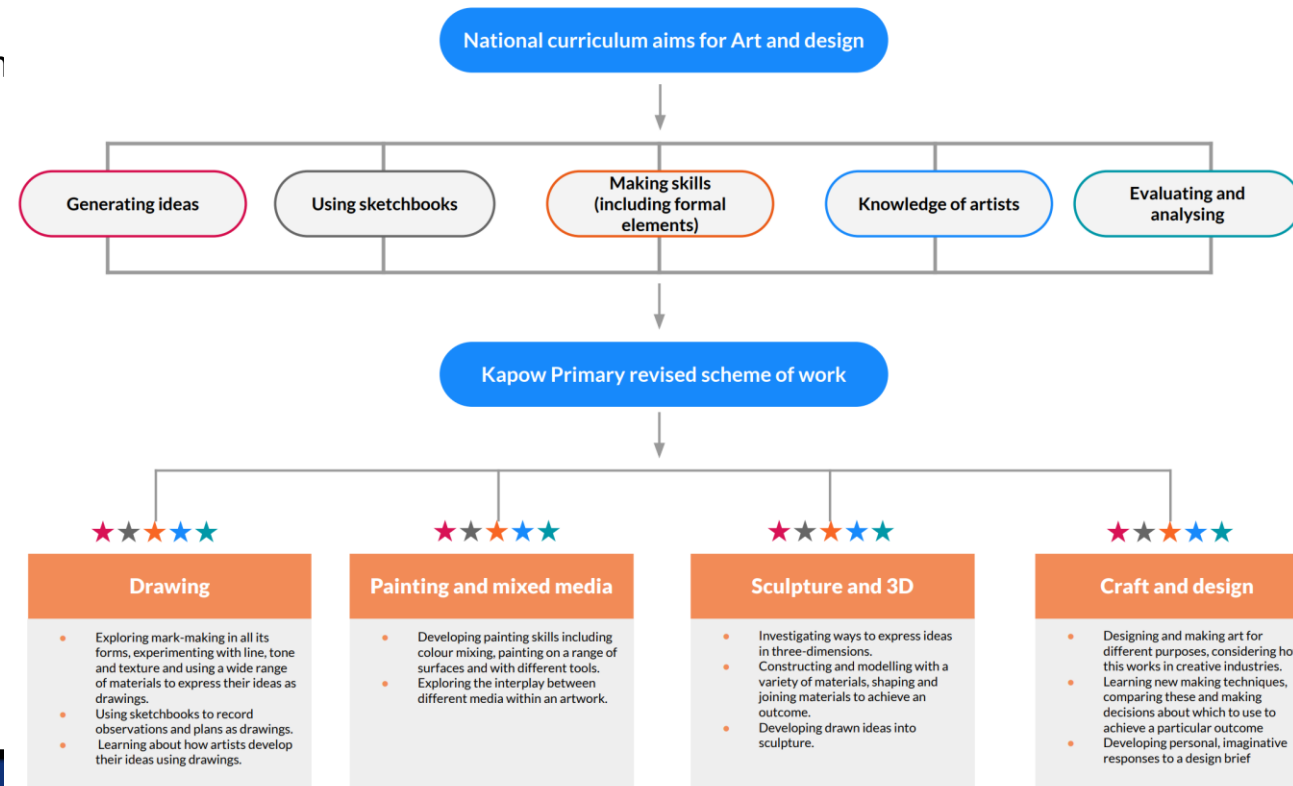
Implementation

Our Art curriculum is designed with four key focus strands:

- Generating ideas
- Using sketch books
- Knowledge of artists
- Evaluating and analysing work

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous knowledge and to know more and remember more. Units are organised into the following areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design



The Kapow units fully scaffold and support age-appropriate sequenced learning and are flexible enough to be adapted to form cross curriculum links with our class topics.

Lessons are practical and encourage experimental and exploratory learning with pupils using sketch books to document ideas and practise techniques.

Implementation

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS (Reception)	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Marvellous marks	Paint my world	Creation station	Let's get crafty
	Autumn craft	Christmas craft	Winter craft	Spring
	Autumn wreaths	Salt dough decorations	Threaded snowflakes	Sunca
	Unit 1	Unit 2		
Year 1	Drawing	Painting and mixed media	Scu	
	Make your mark	Colour splash		
Year 2	Drawing	Painting and mixed media	Scu	
	Tell a story	Life in colour		

All units contain 5 lessons unless stated otherwise.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Growing artists	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls
Year 4	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Power prints	Light and dark	Mega materials	Fabric of nature
Year 5	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	I need space	Portraits	Interactive installation	Architecture
Year 6	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	Make my voice heard	Artist study	Making memories	Photo opportunity

Art in the early years

Implementation

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> 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.
	Expressive Arts and Design	<ul style="list-style-type: none"> 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.
Reception	Physical Development	<ul style="list-style-type: none"> 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.
	Expressive Arts and Design	<ul style="list-style-type: none"> 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.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> 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.

National Curriculum Coverage



Implementation

Art and Design National Curriculum Expectations	Year 1			Year 2		
	Aut	Spr	Sum	Aut	Spr	Sum
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.			■			■

Art & Design National Curriculum Expectations	Year 3			Year 4			Year 5			Year 6		
	Aut	Spr	Sm	Aut	Spr	Sm	Aut	Spr	Sm	Aut	Spr	Sm
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,		■		■			■				■	
to improve their mastery of art and design techniques, including painting,	■			■			■					■
to improve their mastery of art and design techniques, including sculpture		■						■				
to improve their mastery of art and design techniques, including collage and print			■		■						■	
to improve their mastery of art and design techniques, including textiles						■						■
Be taught about great artists, architects and designers in history.			■		■		■			■	■	

Retrieval

When retrieving, children should consider past learning by providing facts or answering questions based on the previous lessons content. This could focus on key artistic knowledge, a famous artist or key skill.

If it is the first lesson of a unit, this step can be used to gather a picture of children's existing knowledge of the topic.

Knowledge organisers are used to ensure children can either pre read or recap.

Implementation

Year 2 - Craft and design



Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organises and looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition

Felt is used to make both artworks and useful objects

Artists

- Susan Stockwell
- Kim Soon Im
- Josef Albers
- Eduardo Paolozzi
- Matthew Cusick

Abstract art doesn't necessarily look like it does in real-life. Artists use shapes, colours and different marks

Vocabulary



Implementation

The vocabulary stage of a lesson should aim to cover new vocabulary/skill names that children may not have been exposed to in the past or may need to complete the task. The children should have an opportunity to discuss this word and discuss its meaning, definitions can be completed in the title page.

Teaching, applying and making links

Implementation

This stage of the lesson should be where the input from the teacher is delivered to the children. The teacher will introduce new knowledge, demonstrate skills and engage the children in new learning.

In this stage the children will have an opportunity to practise/use the new skills and/or knowledge that they have been shown during the teaching stage. Refer to the particular part of the cycle the children are focusing on.

In the final part of the lesson children should be encouraged to link together their learning by discussing/drawing on wider artist concepts. They could link work to particular artists, compare and contrast artists or artistic works. Discuss the combination of artistic media and look at the impact of art on our history and culture.

This stage is key for developing our children into deeper thinking artists.

Feedback

Within lessons teachers give immediate and direct constructive feedback to pupils to highlight strengths, challenge and make improvements to learning. This is often verbal and there is no expectation that there will be a written comment. Staff use the online assessment platform Learning Ladders to track pupils individual progress in Art and Design.

If necessary notes from the lesson and work review will be made in the class feedback book for teaching points the same day or during the next session.

Children will appraise each other's work as well as works of art from artists.

Reading within Art

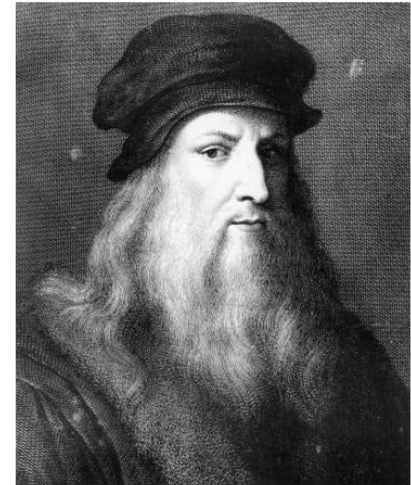
Our curriculum is supported by a wealth of high quality texts which support pupil's learning and develop their skills in accessing information from a range of sources.

Our art scheme of work, particularly highlights key artists and pupils are exposed to influential artists in each year group.

Leonardo Da Vinci Facts

Leonardo da Vinci was born on April 15, 1452 and he was Italian. He never married or had children. Unbelievably, his assistant inherited his entire estate after he passed away. He lived during the Renaissance era, which was a period in time during which important developments and discoveries in areas such as art and science took place.

The name Leonardo da Vinci translates to 'Leonard from the town of Vinci'. That sounds quite weird, but that was how they named people back then.



Adaptations to art sessions



We use an adaptive teaching approaches and try to ensure all pupils are exposed to age-appropriate knowledge and skills. We support pupils to access this through a number of approaches/interventions such as:

- Paired/group working
- Use of additional support resources
- Paired or support readers
- Models or worked examples
- Additional adult support
- Broken down/additional instructions
- Pre teach opportunities
- Recap and revisit strategies

CPD



Implementation

In house training as part of the whole school curriculum leadership development. This includes planned opportunities for staff members to undertake the process the children will take to create the final pieces they teach.

In addition to this there is a suite of training, question and answer videos for teachers, featuring experts from various fields covering the key areas of the curriculum on the KAPOW website.

External training opportunities can be accessed by staff when requested.