



Hennock Community Primary School Art and Design Curriculum

Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.

Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge, skills and inspiration to be able to experiment and create their own works of art. Children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process.

We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation.

Our art and design curriculum is delivered as a two-year rolling programme as we have classes in curriculum phases. This is taught weekly every other half term.

We build on a child's vocabulary by including key vocabulary at the start of each lesson. Teacher's will continually model the use of these Tier 3 words throughout the unit, which the children will become more secure in as they develop their understanding of the topic they are learning about.

We regularly run art clubs throughout the year that are well-attended by our children.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to

increase their store of words. Simultaneously, pupils make links between known and new vocabulary and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Year 1 & 2 A	Mixing Colours Colour wheel, palette, primary colour, print, secondary colour, vibrant	Rain and Sunrays Block, collage, collagraphy, equipment, ink, method, pattern, print, screen printing, symbol, texture, transient art, weather symbol	Portraits and Poses Background, facial expression, figure drawing, gallery, monarch, object, portrait, pose, thumbnail sketch
Year 1 & 2 B	Exploring Colours Colour wheel, hue, primary colour, print, printing block, secondary colour	Flower Head 3D, colour, contemporary artist, exaggerated, form, line, pattern, primary colour, sculpture, secondary colour, shape, sketch, texture, visual element	Street View 3D effect, artwork, cardboard layering, compare, composition, drawing, form, mural, painting, Pop Art, primary colour, sculpture, secondary colour, subject, texture, thumbnail sketch
KS2 A	Colour in Landscapes Cityscape, colour palette, horizon, impressionists, landscape, perspective, scale, shade, thumbnail sketch, tint, tone	Islamic Art Abstract motif, arabesque, calligraphy, figurative motif, geometric motif, high relief, infinite, Islam, low relief, mosque, motif, Muslim, pattern, Qur'an, relief sculpture, vegetal motif, Zellij tiles	Expression Art movement, emotion, Expressionism, Expressionist, non-naturalistic, overlay text, portrait, self-portrait, shade, tint
KS2 B	Bees, Beetles and Butterflies Collage, colour palette, digital art, embellishment, medium, mixed media, observational drawing, Pop Art	Inuit Carving, indigenous, Inuit, Inuit art, printing soap stone, stencil, stonecut, stylised	Trailblazers, Barrier Breakers Civil rights, exhibition plaque, heritage, immigrant, mood board, multiculturalism, pioneer, racial discrimination, symbolise, trailblazers

<p>KS2 C</p>	<p>Warm and Cool Colours Aboriginal people, background, composition, cool colour, foreground, ochre, primary colour, recede, secondary colour, tertiary colour, warm colour</p>	<p>Ammonite Ammonite, carve, coil, cross-hatching, Fibonacci sequence, form. Fossil, hatching, medium, motif, parallel, pattern, reduction printing, relief printing, roll, score, sculpture, shading, sketch,, smudging, stippling, stretch, texture, tone, two-colour relief printing, two-colour roller technique</p>	<p>Light, Line and Shadow Abstract, composition, continuous line drawing, contour line shading, contrast, cross-hatching, form, hatching, ink wash, observation, opacity, parallel, scribble shading, shading, sketch, smudging, stippling, texture, tone</p>
<p>KS2 D</p>	<p>Prehistoric Pots Archaeologist, clay, coil, coiling, form, herringbone pattern, pattern, pinch pot, potter, pottery, pre-historic pots, score, slip</p>	<p>Vista Atmospheric perspective, cool colour, cross hatching, genre, hatching, landscape, scene, shading stippling, technique, tone, viewfinder, warm colour, wash, watercolour</p>	<p>Beautiful Botanicals Botanical, botanical artist, botanical weaving, botanist, frond, illustration, illustrator, lino, lino printing, loom, observational drawing, preliminary sketch, printing, unit printing, warp, weaving, weft</p>

The National Curriculum

Key Stage One

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 Two

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.

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.

At Hennock we use Cornerstones Education's subject scheme to deliver the art curriculum. We have organised the scheme so that art projects are delivered in a two-year rolling programme in half-termly blocks across the year. The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements. Projects are placed alongside other subject projects where there are opportunities for making meaningful connections. For example, Beautiful Botanicals has been placed in the same teaching sequence as the science project Plant Nutrition and Reproduction. Where possible, projects with similar materials are spaced out to have as little strain on resources as possible. Seasons are also a consideration for the placement of art and design projects. For example, if children are required to work outdoors, these projects have been placed in either the latter part of the spring or summer term.

Links with EYFS

The art curriculum begins as soon as the children start school in the EYFS. Learning in art links to the EYFS Statutory Educational Programme: Expressive Art and Design. The activities and enhanced provision in our early years curriculum provide regular opportunities for children to explore and play with a wide range of media and materials to build skills and knowledge that they can apply in KS1 and beyond.

Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Mixing Colours in Cycle A and Exploring Colours in Cycle B). Teaching these projects enables children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues. Children study a range of artists and create artwork using a variety of techniques including printing, drawing, painting and using malleable materials.

Lower Key Stage 2

In Lower KS2, children expand their experiences to study a broader range of art forms, artists and genres. They build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours. Art genres studied in Lower KS2 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles. Children begin to study art from specific and diverse periods of history, including prehistoric pottery. They explore ways in which ancient cultures have influenced art and crafts by studying the religious significance of Islamic art.

Upper Key Stage 2

In Upper Key Stage 2, children build on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades, tones and more complex colour palettes. Children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods by studying the Expressionist movement. They explore diversity in art by studying the projects Inuit and Trailblazers as well as Barrier Breakers.

In order to assess impact - a guide

Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in Art and Design.

As a measure of key skill coverage at the end of every lesson, teachers complete a coverage assessment for key skills taught to monitor that children are being taught key skills regularly throughout the year. This can be adjusted for pupils who haven't fully secured the skill taught. Teachers will regularly complete Knowledge ROCKs (Retrieval of Core Knowledge) where they ask children questions on identified knowledge from previous units to:

- ensure that children's learning and understanding is fully secure,
- that children are regularly retrieving and refreshing what they have learnt,
- that any gaps in children's knowledge are closed.

Children's progress is monitored against National Curriculum expectations, core knowledge and key skills. Judgement is informed through observing children's skills, use of children's books, dialogue, Tapestry, and AFL pieces.

We measure the impact of geography through the following methods:

- Using ICT, to gather images and videos of the children's learning
- Observing children's creation and exploration process
- Moderation of children's learning in staff meetings, allowing opportunities for dialogue between staff members
- Annual reporting to parents on their child's progress
- Learning Walks
- Interviewing the children about their learning (Pupil Voice)
- Lesson observations
- Book scrutiny
- Ensuring knowledge and progression of skills is being taught