

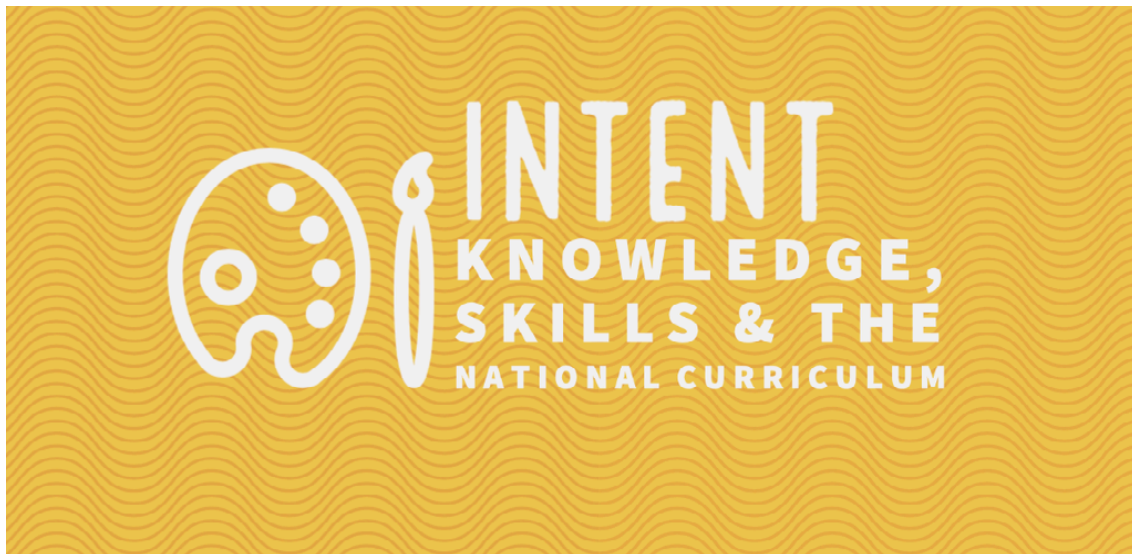
A close-up photograph of art supplies on a wooden surface. In the upper left, there are two tubes of oil paint: one blue and one red. The blue tube has 'Cerulean Blue' and 'Oil Colour' printed on it. To the right, there are several paintbrushes with bristles coated in various colors of paint. The wooden surface is covered with colorful paint splatters and streaks, suggesting an active painting session.

ART & DESIGN CURRICULUM

West Meadows Primary School

INTENT: KNOWLEDGE, SKILLS & THE NATIONAL CURRICULUM





Our Art & Design curriculum is taught discretely through specific concepts and themes, which is underpinned by the accelerated learning approach to teaching and learning.

The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain and ensure children **know more and remember more**. Our progressive document is split into 3 essential sections and shows the progression from transition (EYFS) to KS2, these are: **drawing, painting and 3D sculptures**.

This progressive curriculum allows a purposeful way of teaching and learning, enabling us to provide a more meaningful and sequential approach to the schema for Art & Design.

The Art and Design curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs

YEAR 3
SPRING TERM 2

MASTERPIECES
IN MOTION

KEY CONCEPTS: Painting
EXPRESS YOURSELF




SIGNIFICANT PEOPLE:-

Jean-Michel Basquiat
American artists who paints in a neo-expressionist style




FOCUS ARTWORK:-

Boy and Dog in a Johnnypump



Head



ART & DESIGN ENQUIRY QUESTION:

HOW DOES THE CHOICE OF BRUSH STROKES AND MEDIA AFFECT THE MOOD OR ATMOSPHERE OF A PAINTING, AS SEEN IN BASQUIAT'S WORK?

DATE:

Week 1: What are the main differences between Rothko's and Basquiat's painting styles?

☐ Beginning
☐ Achieved
☐ Embedded
☐ I don't understand
☐ I need more help
☐ I'm confident
☐ I can teach this

DATE:

Week 2: How does Basquiat use colour, shapes and lines in his artwork?

☐ Beginning
☐ Achieved
☐ Embedded
☐ I don't understand
☐ I need more help
☐ I'm confident
☐ I can teach this

DATE:

Week 3: How can you experiment with different paintbrushes to create marks similar to those in Basquiat's work?

☐ Beginning
☐ Achieved
☐ Embedded
☐ I don't understand
☐ I need more help
☐ I'm confident
☐ I can teach this

DATE:

Week 4: How do your colour choices make you feel and demonstrate emotion?

☐ Beginning
☐ Achieved
☐ Embedded
☐ I don't understand
☐ I need more help
☐ I'm confident
☐ I can teach this

DATE:

Week 5: How have our featured artists inspired you to develop your own style of painting?

☐ Beginning
☐ Achieved
☐ Embedded
☐ I don't understand
☐ I need more help
☐ I'm confident
☐ I can teach this

Week 1: To know that different artists produce different artwork.
Knowledge: Artists express themselves in different ways. Basquiat is an American artist, from New York, who uses a range of media and brush strokes to create expressive portraits. He used quick, expressive strokes to show intensity and emotion. Born in 1960, Rothko was an American painter known for his large, abstract colour field paintings.
Vocabulary: portrait, abstract, expression, media

Week 2: To control the types of marks made with a range of media. To understand that different artists use different approaches in their artwork.
Knowledge: Basquiat used bright, contrasting colours to make his artwork stand out. His lines were often bold, rough and energetic, showing movement and emotion. Basquiat used irregular, often abstract shapes to create a sense of chaos. Basquiat's art was influenced by street art and graffiti.
Vocabulary: contrast, line, bold, layering

Week 3: To choose the correct paintbrush to produce marks appropriate to work and use it correctly.
Knowledge: Different paintbrushes can create different types of marks. Wide Brushes: Good for broad, sweeping strokes and filling in large areas. Fine Brushes: Useful for detailed work, thin lines, and precise marks. Round Brushes: Versatile brushes that can make thick or thin lines depending on the pressure applied. Flat Brushes: Ideal for sharp edges and strong, straight lines. Basquiat used quick, expressive brushstrokes to create a sense of movement and energy.
Vocabulary: brushstroke, pressure, medium

Week 4: To create a range of tints by adding white to a given pure colour. To make a range and tones by adding grey to my pure colour. To create and use a range of tertiary colours.
Knowledge: A tint is adding white to a pure colour to make it lighter. A shade is adding black to a pure colour to make it darker. A tone is adding grey to a pure colour to make it less intense. Tertiary colours are made by mixing a primary colour with a secondary colour. Example: Red-orange, blue-green. Warm colours like red, orange and yellow can make you feel happy, excited or angry. Cool colours like blue, green and purple can make you feel calm, relaxed or sad.
Vocabulary: colour wheel, tint, shade, tone, tertiary

Week 5: To choose the appropriate media to work with. To begin to develop my own style of painting based upon what I have learnt.
Knowledge: The colours I choose can represent different emotions. Colour mixing can produce a wide range of hues and shades. Artists often draw inspiration from other artists but add their own creative touches.
Vocabulary: influence, technique, critique, evaluate

An example an art & design curriculum organiser

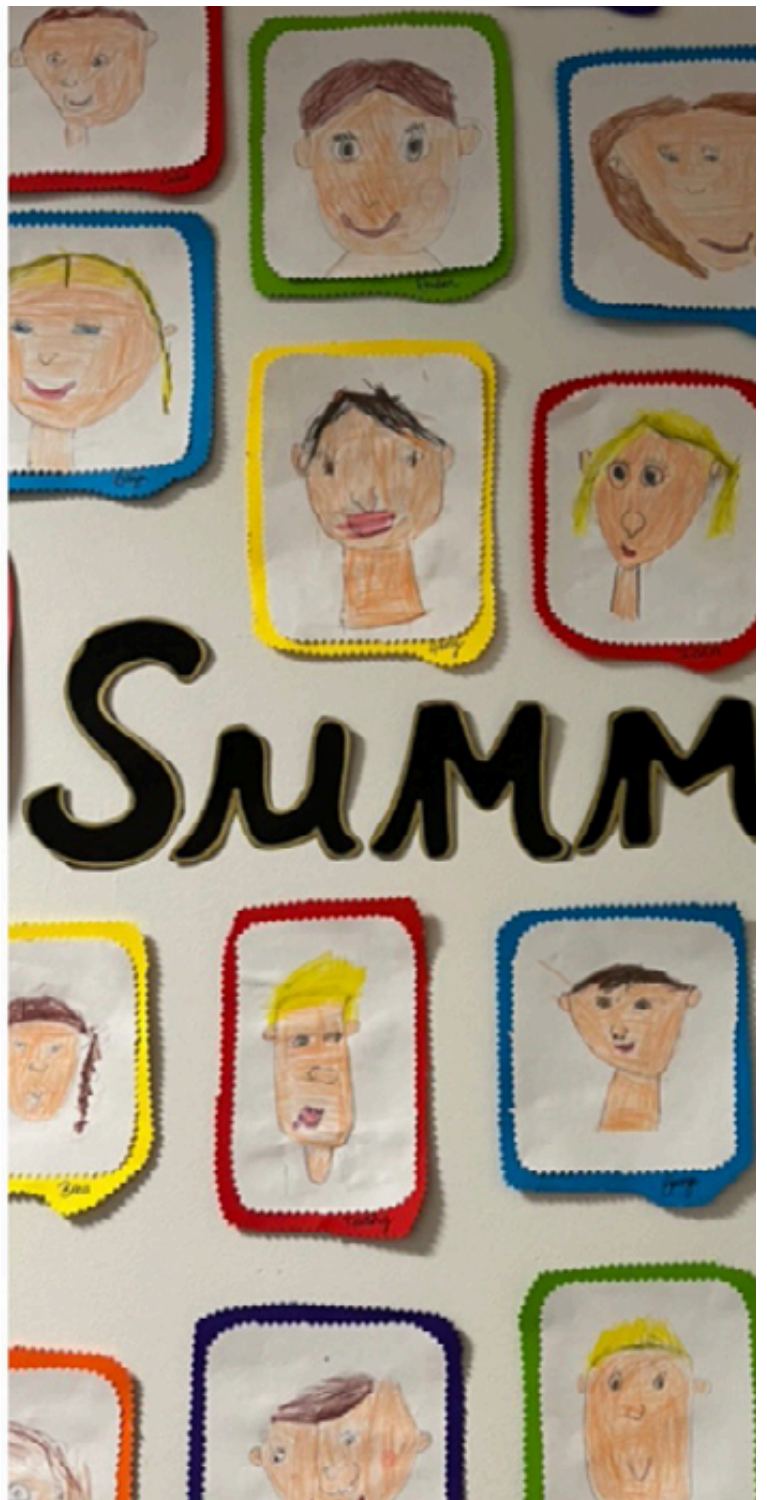
It is intentionally designed to cultivate a profound understanding and appreciation of art by exploring its diverse paradigms. We aim to broaden our pupils' perspectives beyond conventional notions of art, introducing them to the rich collection of Traditional, Modern and Contemporary art forms. This approach is woven throughout our curriculum, with pupils engaging in both practical and theoretical explorations of these paradigms. In doing so, they develop the critical disciplinary knowledge that enables them to decipher quality, value and the nature of artistic practice.

Our curriculum challenges pupils to consider:

- What is Art?
- What defines an Artist?

Through carefully curated experiences, students learn about the traditions of enquiry, modes of investigation and values inherent in each paradigm. This comprehensive approach allows pupils to appreciate how seemingly contradictory artistic expressions - from realistic paintings to abstract installations - can co-exist as valid forms of art. By fostering this understanding, we aim to develop our pupils' capacity to engage in meaningful discussions about art, cultivate their ability to experience and be affected by various art forms and build a robust framework of cultural capital. Ultimately, our intent is to nurture informed, appreciative and creatively empowered individuals who can navigate and contribute to the diverse landscape of art in their future lives.

IMPLEMENTATION: ACCELERATED LEARNING





At West Meadows, lessons of art and design are taught discretely to ensure depth and rigour in artistic concepts and context. We want children to progress by building on their knowledge and skills each year. We believe that children 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. Our progressive documents reflect this and support our teachers to deliver appropriate lessons for the children they teach.

The Accelerated Learning Cycle, based on the work of Alistair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi- sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing.

A gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations. This ensures that children learn how to work like an artist as well as acquiring the relevant knowledge and skills to be able to achieve this successfully.

Our curriculum is designed with a core focus on retrieval practice, recognising its pivotal role in helping students know more and remember more. This intent is actualised through a dual approach: integrated retrieval within individual lessons and a structured, subject retrieval practice rota. In-session retrieval activities are carefully crafted to reinforce key concepts and knowledge, promoting immediate recall and application. Complementing this, our weekly retrieval practice rota systematically revisits content across various subjects, ensuring spaced repetition and interleaving of crucial information. This comprehensive strategy aims to strengthen neural connections, facilitate the transfer of knowledge to long-term memory and build increasingly complex mental models. By embedding retrieval practice as a fundamental aspect of our curriculum, we strive to enhance our pupils' ability to retain, recall and apply their learning effectively, thereby fostering deeper understanding and more robust academic progress.

Our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are considered and adaptations are planned to ensure the success of pupils in all subjects.

The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Too much information at once can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

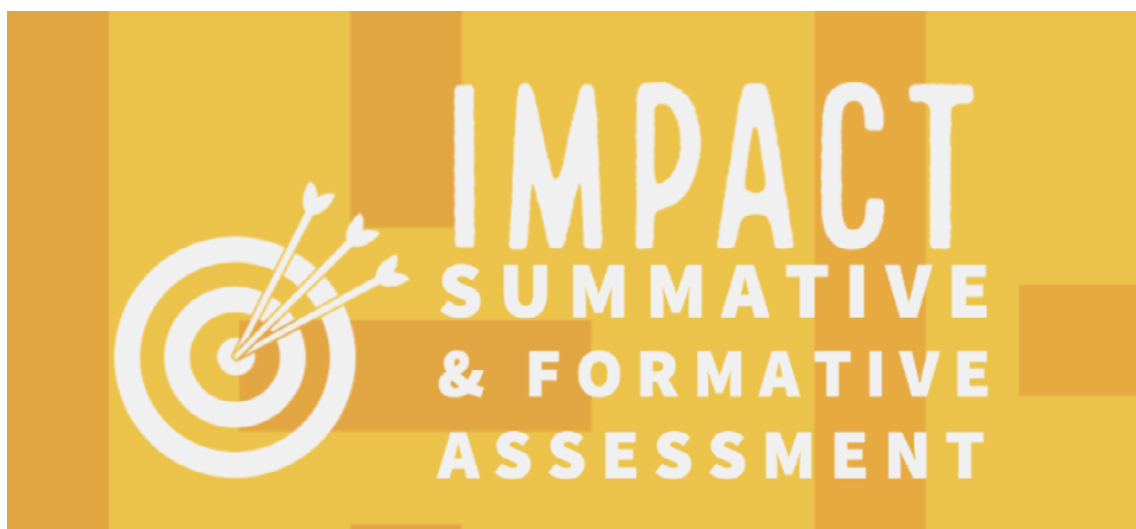
Where pupils are identified with having complex needs, it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil.

Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. This helps pupils to pay attention to the content which they are expected to learn. Adaptations to support individual pupils will be recorded on personal school support plans.

We appreciate that it is not appropriate to adopt a one size fits all approach to SEND provision and in art, adaptations should be based on individual needs. Targeted teaching can be effective to ensure that individual pupils achieve specific goals, starting with identifying subject matter to support those pupils who struggle with abstract ideas. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Teachers may need to make adaptations to ensure that SEND learners can access the curriculum, such as adjusting equipment or allowing additional time.



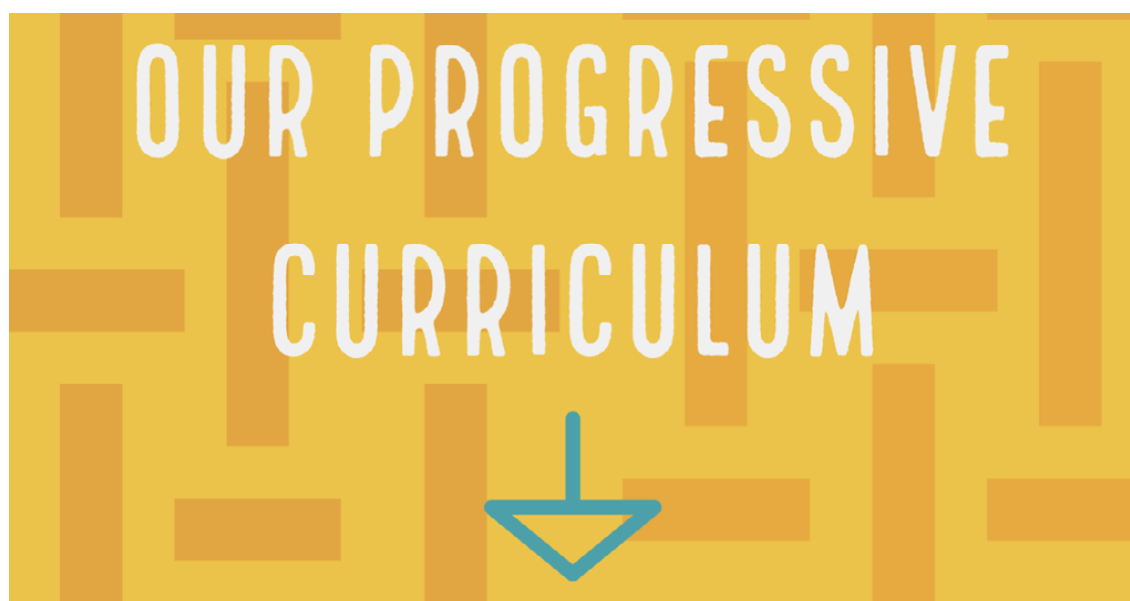
IMPACT: ASSESSMENT



Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching.

Through this regular ongoing assessment, tasks are matched to the ability of each child through adapted activities and including adult support, providing a level of challenge that is stimulating for pupils and questioning skills.

Our schools are dedicated to providing a high-quality curriculum that is ambitious for all pupils. We have a robust system in place to ensure children are making strong progress in their foundation subjects using the Arbor MIS platform to conduct summative assessments at key points in the year. The purpose of these assessments is for our subject leaders and teachers to analyse pupil understanding against our assessment statements, which are progressively devised from our taught curriculum. This allows children to acquire knowledge that builds upon the fundamentals of their prior knowledge in a well designed curriculum sequence.



| Design Technology and Art & Design Curriculum in EYF5 | | | |
|--|--|---|--|
| Expressive Arts and Design (educational programme) creating with materials: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. | | | |
| Skills and knowledge (fluid across EYF5) | What does this look like in provision/adult interactions? | Transition to KS1 | Characteristics of effective learning |
| <ul style="list-style-type: none">Notice patterns with strong contrasts and be attracted by patterns resembling the human face.Start to make marks intentionally (0-3) | <ul style="list-style-type: none">Ensure that the physical environment includes objects and materials with different patterns, colours, tones and textures for babies and young children to explore.Offer a wide range of different materials and encourage children to make marks in different ways e.g. in contour, place hands and feet in paint | <ul style="list-style-type: none">I respond to ideas and starting points (Art) | <ul style="list-style-type: none">Children in EYF5 learn at different rates and abilities through:Playing and exploring – children investigate and experience things, and 'have a go'.Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievement.Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. |
| <ul style="list-style-type: none">Explore paint, using fingers and other parts of body as well as brushes and toolsExpress ideas and feelings through making marksExplore different materials, using sensesUse imagination as they consider what they can do with materialsMake simple models which express their ideas (0-3) | <ul style="list-style-type: none">Provide a wide range of found materials (junk) as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures.Opportunities to use appropriate tools and joining methods for the materials offered. | <ul style="list-style-type: none">I can describe textures by the way they feel (DT)I can make a structure (DT)I enjoy using graphic tools, fingers, hands, chalks etc (Art)Use and begin to control a range of media (Art)I can build construction using a variety of objects (Art) | |
| <ul style="list-style-type: none">Explore different materials freely, to develop their ideas about how to use them and what to make (3-4) | <ul style="list-style-type: none">Offer opportunities to explore scale e.g. long strips of wallpaper, child size boxes, different surfaces to work on e.g. paving, floor, tabletop, or easel Listen and understand what children want to create before offering suggestions.Outdoor mark making on a larger scale e.g. paint brushes and powder paint, making own paintbrushes out of twigs and leaves. | <ul style="list-style-type: none">I can measure, mark out and cut fabric (DT)I can join fabric using glue (DT)Simple pictures by printing from objects such as fruit (Art)I can develop simple patterns by using objects (Art)I can make my own printing blocks (Art) | |
| <ul style="list-style-type: none">Develop own ideas and decide which materials to useJoin different materials and explore different texturesCreate closed shapes with continuous lines. (3-4) | <ul style="list-style-type: none">Encourage them to develop their own creative ideas, give real life props or clip art around interests to inspire and ignite curiosity.Encourage children to draw from their imagination and observation.Using skills planner, add resources that are fluid and progressive to give them opportunity to join different materials e.g., PVA glue (low level, Split pins, hole punch (high level) | <ul style="list-style-type: none">I understand how textures can be used to make products (DT)Produce lines of different thickness and some using a pencil (Art)Start to produce different patterns and textures from observations (Art) | |
| <ul style="list-style-type: none">Use drawing to represent ideas like movement or loud noisesShow different emotions in drawings and paintingsExplore colour and colour mixing (3-4) | <ul style="list-style-type: none">Talk to children about the differences between colours. Help them to explore and refine their colour mixing.Allow children to have materials so they can mix their own colours e.g. powder paint. | <ul style="list-style-type: none">I can use pictures and words to describe what I want to do (DT)Recognise and name the primary colours being used. Mix and match colours to different objects (Art)Explore working with paint on different surfaces (Art) | |
| <ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas (4-5) | <ul style="list-style-type: none">Introduce children to the work of artists from across times and cultures.Discuss children's responses to what they see. Visit galleries and museums to generate inspiration and conversation about art and artists. | <ul style="list-style-type: none">I can identify the work of a range of artists, craft makers and designers and make links to my own work (Art)Use drawings to tell a story (Art)Create accurate more drawings of people (Art) | |
| <ul style="list-style-type: none">Return and build on their previous learningCreate collaboratively sharing ideas, resources, and skills (4-5) | <ul style="list-style-type: none">Provide opportunities to work together to develop and realise creative ideas.Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise.Link to Characteristics (thinking and creating critically) | <ul style="list-style-type: none">I can talk about mine and others work (DT) I can how a product works (DT)I know the features of familiar products (DT)I think of ideas and with help can put them into practice (DT)I have altered a textile to make it stronger (DT)Look and talk about what they have produced describing simple techniques and media (Art) | |
| <ul style="list-style-type: none">Managing self (DT): Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.Fine motor (DT): Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing. | <ul style="list-style-type: none">Talk to children about the importance of eating healthily and brushing their teeth. Consider how to support oral health. For example, some settings use a toothbrushing programme. Talk to children about why it's important to wash their hands carefully and throughout the day, including before they eat and after they've used the toilet. | <ul style="list-style-type: none">I have made a food product (DT)I understand that I must wash my hands and keep work surfaces clean when preparing food (DT)I can use knives safely to cut food with help (DT)I can cut materials using scissors (DT)Enjoy using a variety of malleable media (Art)Cut shapes using scissors (Art) | |
| Early Learning Goals <ul style="list-style-type: none">Share their creations, explaining the process they have used.Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. | | | |

Art & Design Curriculum Progression in Early Years

| Drawing | | | | | | | |
|--|---|--|---|--|--|---|---|
| Children will use a variety of materials and processes to communicate ideas. | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>I know how to use graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>I know how to control a range of media. I draw on different surfaces and coloured paper.</p> <p>I know how to produce lines of different thickness and tone using a pencil.</p> <p>I know how to produce different patterns and textures from observations, imagination, and illustrations.</p> | <p>I know how to experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I know how to control the types of marks made with the range of media.</p> <p>I know how to draw on different surfaces with a range of media.</p> <p>I know how to investigate textures by describing, naming, rubbing, and copying.</p> <p>I know how to create an expanding range of patterns and textures.</p> | <p>I know how to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>I know how to combine a range of marks made in drawing to create a piece of art.</p> <p>I know how to name, match, and draw lines/marks from observations.</p> <p>I know how to investigate textures and produce an expanding range of patterns.</p> <p>I know how to combine light and dark shadows to create a piece of art.</p> | <p>I know how to select appropriate drawing materials.</p> <p>I know how to mix different materials to explore effects I know how to make.</p> <p>I know how to create a range of tone using a pencil to make light/ dark lines to sketch lightly.</p> <p>I can begin to use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending.</p> <p>I know how to develop intricate patterns using different grades of pencil and to create lines and marks.</p> | <p>I know how to select drawing materials that will enhance my work.</p> <p>I know how to use light/dark shading with a pencil while continuing to investigate tone by drawing light/dark lines, light/dark patterns (e.g. hatching) and develop understanding of grades of pencil.</p> <p>I know how to develop further drawings featuring the third dimension and perspective.</p> <p>I can draw for a sustained period at an appropriate level.</p> | <p>I know how to use a range of techniques to communicate my ideas.</p> <p>I know how to experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>I can work in a sustained and independent way to develop my own style of drawing. This style may be through the development of line, tone, pattern, texture.</p> <p>I can consider perspective, focal point, horizon, and scale within my drawings.</p> | <p>I know when different materials can be combined and use this to good effect</p> <p>I can choose appropriate techniques to convey the meaning of my work</p> <p>I can draw for a sustained period over a number of sessions working on one piece.</p> <p>I know how to use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>I know how to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale, and proportion in their paintings.</p> |
| Children demonstrate their understanding to create artwork. | <p>I can use drawings to tell a story.</p> <p>I can begin to draw accurately.</p> | <p>I know how to create more accurate drawings.</p> | <p>I know how create a proficient final drawing that demonstrates use of appropriate skills.</p> | <p>I know how to create a drawing using a range of tones, lines using a pencil.</p> | <p>I know how to include a range of techniques in my drawing and begin to understand why they best suit.</p> | <p>I know how to develop my own style using tonal contrast and mixed media.</p> | <p>I know how to incorporate techniques of great artists alongside my own personal style for my pieces.</p> |
| Children know about the work of great artists. | | <p>Artists: Paul Klee, Frank Gehry, Vincent Van Gogh.</p> | <p>Artists: Edward Hopper, Alexander Calder, Paul Cezanne, Georges Seurat.</p> | <p>Artists: Pablo Picasso, Goya, Sargent, Holbein.</p> | <p>Artists: Edgar Degas, John Sargent, Egon Schiele, Leonardo Da Vinci.</p> | <p>Artists: Henry Moore – sketchbooks, Russ Mills.</p> | <p>Artists: William Turner, Liz Ahmet.</p> |

Art & Design - Progressive Curriculum document example

Credits:

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