



ART AND DESIGN

Art and Design

Curriculum Intent

At Tattershall Primary, we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The Purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression.

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.” Quentin Blake, Children’s Laureate.

Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. It enables children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children become involved in shaping their environments through art and design activities. Through this the children learn to make informed judgements and aesthetic and practical decisions. Children explore ideas and meanings through the work of artists and designers. Art is not taught in isolation, although it retains its creative base and its skills and techniques. Wherever appropriate it is linked to other areas of the curriculum, gives children the opportunities to develop specific art skills, and reinforces skills already established. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

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Curriculum Implementation

At Tattershall Primary School we have used the curriculum design model from 'Kapow Primary'. Our curriculum supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

Our Art and Design curriculum has five strands that run throughout and are revisited in every unit. These are:

- Generating Ideas
- Using Sketchbooks
- Making skills including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and Analysing



Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

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

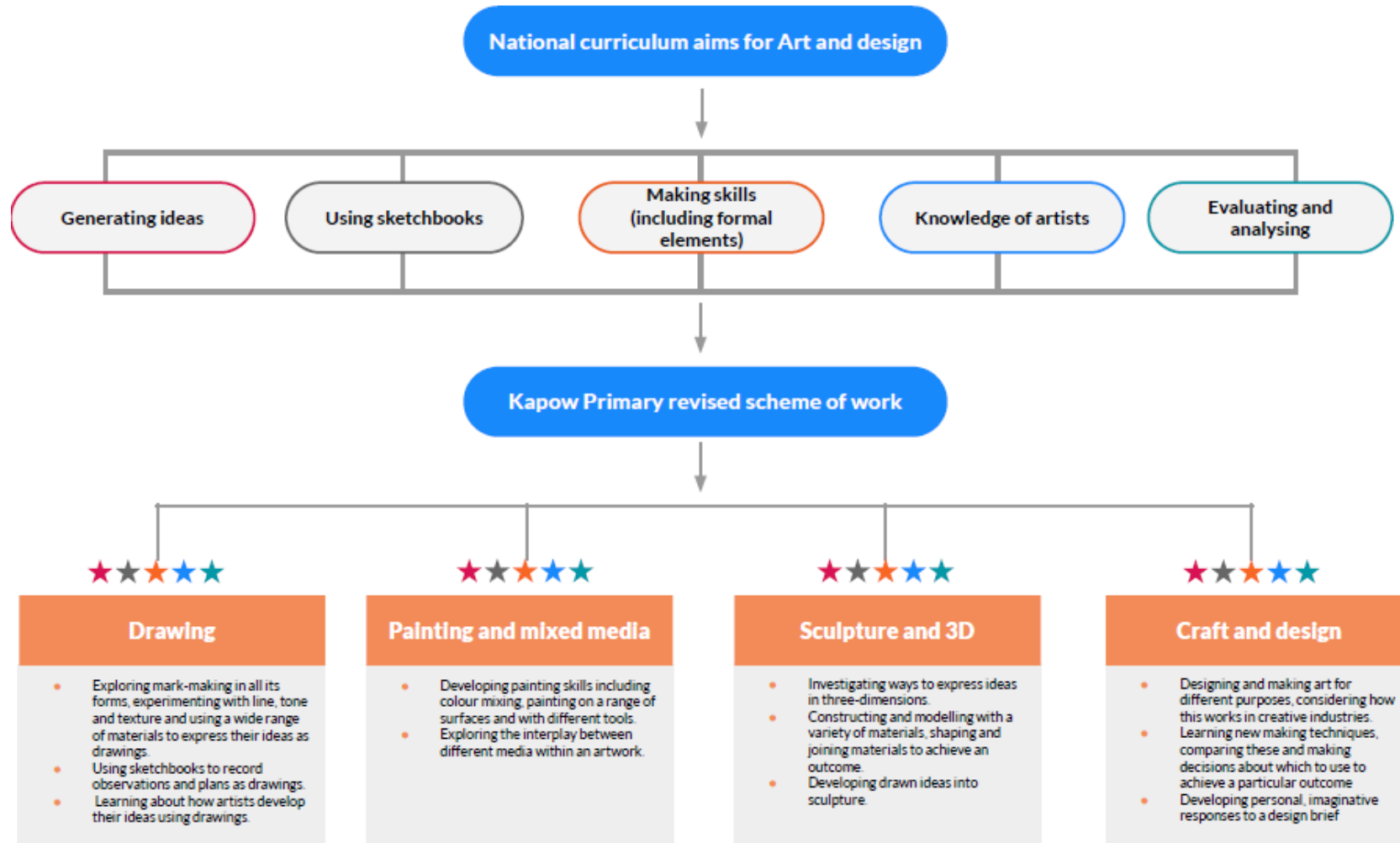
Creativity and independent outcomes are robustly embedded into each unit, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Adaptations are implemented for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are planned. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

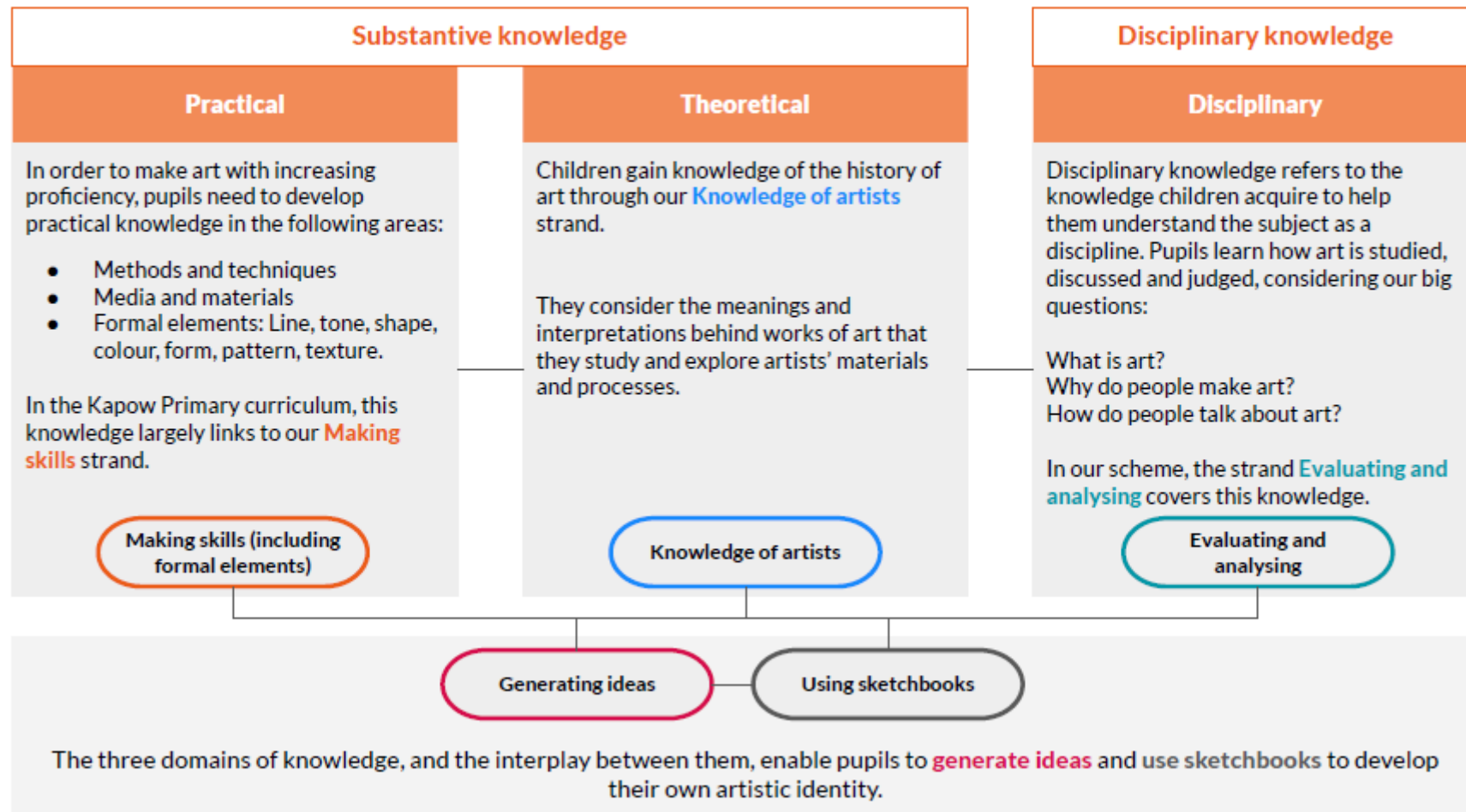
At Tattershall Primary School Art is taught discreetly from Year 1 to Year 6, mostly through a weekly lesson. Due to our PAN of 20, we have single year group classes for Years R, 1, 2 and 6 and two mixed age classes; Year 3/4 and Year 4/5. In order to meet the needs of our school, we have designed a three-year cycle for the mixed age classes. This has been carefully planned and adapted to ensure that all pupils have access to a progressive curriculum.

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Curriculum Organisation



Types of knowledge in Art and design



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Cycle 1

Long Term Plan

	Squirrel Class (Year R)	Koala Class (Year 1)	Red Panda Class (Year 2)	Alpaca Class (Year 3/4)	Lion Class (Year 4/5)	Eagle Class (Year 6)
Drawing		<p>‘Make Your Mark’ Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.</p>		<p>‘Growing Artists’ Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O’Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p>‘I Need Space!’ Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the ‘Space race’ that began in the 1950s. They combine collage and printmaking to create a piece in their own style.</p>	<p>‘Making My Voice Heard’ They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called ‘chiaroscuro’.</p>
Painting and Mixed Media		<p>‘Colour Splash’ Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>‘Life in Colour’ Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>‘Prehistoric Painting’ Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p>‘Light and Dark’ Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	

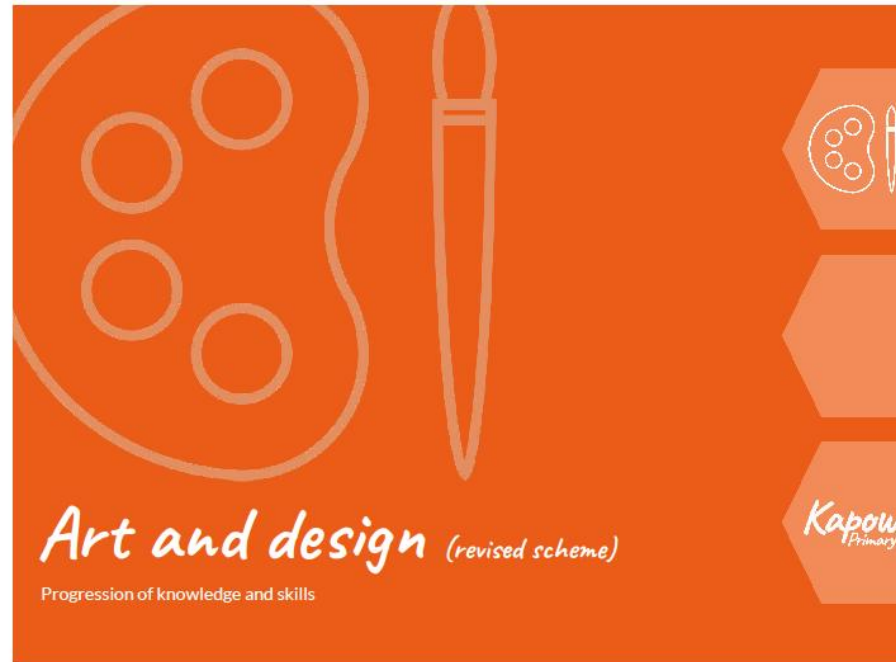
Sculpture and 3D		<p>‘Paper Play’ Creating simple 3D shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the ‘Tree of life’ screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>	<p>‘Clay Houses’ Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>		<p>‘Interactive Installation’ Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.</p>	<p>‘Making Memories’ Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>
	Craft and Design			<p>‘Map it Out’ Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>	<p>‘Fabric of Nature’ Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	

Adaptations for Cycle 2 and 3

	CYCLE 2		CYCLE 3	
	Alpaca Class (Year 3/4)	Lion Class (Year 4/5)	Alpaca Class (Year 3/4)	Lion Class (Year 4/5)
Drawing	<p>‘Power Prints’</p> <p>Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>		<p>‘Formal Elements of Art’</p> <p>Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing ‘flip’ patterns and recreating a famous geometric pattern.</p>	<p>‘Make My Voice Heard – Mayan Art’</p> <p>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message.</p>
Painting and Mixed Media		<p>‘Portraits’</p> <p>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p>	<p>‘Art and Design Skills: Prints’</p> <p>Developing: design, drawing, craft, painting skills – creating an optical illusion print, a plate in the famous willow pattern, carving soap, still life drawing, painting and mixing colours in the style of Paul Cézanne and learning about the role of a ‘curator’.</p>	<p>‘Every Picture Tells a Story’</p> <p>Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored.</p>
Sculpture and 3D	<p>‘Mega Materials’</p> <p>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.</p>		<p>‘Abstract Shape and Space’</p> <p>Exploring how shapes and negative spaces can be represented by three-dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.</p>	
Craft and Design	<p>‘Ancient Egyptian Scrolls’</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a ‘zine’.</p>	<p>‘Architecture’</p> <p>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</p>		<p>‘Art and Design Skills: Poem to Portrait’</p> <p>Developing design, drawing, craft, painting and art appreciation skills – creating an invention, expanding on an observational drawing, using a poem to create a portrait and painting an enlarged section of a drawn collage.</p>

Progression of Knowledge and Skills

Click on the icon below to open our [Art and Design Progression of Knowledge and Skills Document](#)



How our School Values are Embedded in Art and Design

HONESTY

FORGIVENESS

KINDNESS

TEAMWORK

RESPECT

Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p style="text-align: center;">Kindness: Being kind when making comments on other children’s artwork and sharing resources.</p> <p style="text-align: center;">Respect: Respecting other children’s choices to use different colours, styles and ideas.</p> <p style="text-align: center;">Teamwork: Working together in groups to create a masterpiece.</p> <p style="text-align: center;">Honesty: Gove honest opinions about artwork but using kind and constructive language.</p>	<p style="text-align: center;">Kindness: Through art appreciation lessons.</p> <p style="text-align: center;">Respect: Through art appreciation and evaluation of own work and that of their peers.</p> <p style="text-align: center;">Teamwork: Understanding how other communities / societies worked together to create enormous pieces of artwork.</p> <p style="text-align: center;">Honesty: Self-evaluation of work.</p>	<p style="text-align: center;">Kindness: Comments, compliments and constructive feedback to work – understanding that people see artwork differently.</p> <p style="text-align: center;">Respect: Respecting that art means different tings to different people and that people have different skills.</p> <p style="text-align: center;">Teamwork: Creating group artwork and critiquing work.</p> <p style="text-align: center;">Honesty: Being open and honest about skills and abilities but also respectful when talking to others about it.</p> <p style="text-align: center;">Forgiveness: Understanding that artwork can be emotive and involve a variety of emotions and be done for a variety of personal reasons.</p>

ASSESSMENT IN ART AND DESIGN

Learning is knowing more and remembering more

We believe that if pupils are successfully learning the key knowledge we intend them to, then they will be able to confidently recall, discuss and make connections between knowledge learnt in previous years, units and lessons. As a result, pupils will build cumulatively ambitious knowledge, embed key concepts, use knowledge fluently and develop their understanding of Art and Design.

Cold and Hot Tasks

Each unit begins with a 'cold task' to help teachers to understand pupils' current knowledge and ability to recall prior learning. The same task is repeated at the end of the unit (a 'hot task') so that teachers can track progress across a unit of work. Pupils are able to reflect on their learning during this process and teachers will identify the strength of pupils' ability to recall the identified key knowledge for that unit.

Formative Assessment

Teachers use formative assessment within and across lessons to be able to feedback to pupils about their learning in Art and Design in the moment. Each lesson includes opportunities to assess pupils against the learning objectives, which are clearly identified and shared each lesson. Planning is adapted to meet the needs of the children based on ongoing teacher assessment and adaptations are designed to ensure pupil progress is maximised.

Learning Reviews – opportunities to retrieve and recall

Each lesson will begin with an element of learning review. This will typically review learning in Art and Design from a previous year, topic and finally the previous lesson. The learning to be reviewed is planned within our curriculum documentation so that all learning is continually reviewed, and this will be based on the identified key knowledge within our Medium Term Plans. Teachers will deliver this review using a range of strategies e.g. quizzes, discussions, brainstorming, 'telling the story' (further detail can be found in our Teaching and Learning Policy). Teachers will use this review to understand how well children know and remember more.

Addressing gaps in knowledge

Our curriculum is designed using a 'spiral' approach, meaning that learning is continuously recapped and built upon across and within years. With the addition of our carefully planned Learning Reviews, opportunities or gaps in knowledge are significantly reduced. However, teachers will use the information gathered from formative assessment approaches (including Learning Reviews) to adapt future learning for the whole class, group or individual as needed.

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Curriculum Impact

Our Art and Design curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make. By taking part in our regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

After the implementation of our Art and design curriculum, pupils will leave our school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and Design learning at Key Stage 3 and beyond.

The expected impact of our Art and Design curriculum is that children will:

- ★ Produce creative work, exploring and recording their ideas and experiences.
- ★ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ★ Evaluate and analyse creative works using subject-specific language.
- ★ Know about great artists and the historical and cultural development of their art.
- ★ Meet the end of key stage expectations outlined in the National curriculum for Art and design.