



Barnburgh Primary Academy

Progression Document
Art and Design



Barnburgh Primary Academy Vision

Learning To Shine Together

Academy Core Values

Perseverance Courage Independence Respect Ambition

Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion



PURPOSE OF STUDY

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.

EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE COMPUTING NATIONAL CURRICULUM

Pupils should be taught:

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Expressive Arts and Design (Exploring and Using Media and Materials)**
- use what they have learnt about media and materials in original ways, thinking about uses and purposes. **Expressive Arts and Design (Being Imaginative)**
- represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories **Expressive Arts and Design (Being Imaginative)**

KEY STAGE 1 SUBJECT CONTENT

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 SUBJECT CONTENT

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.



ART AND DESIGN

'Art is not what you see, but what you make others see'.
Edgar Degas

INTENT

At Barnburgh Primary School, we aim to enable pupils to become creative and reflective learners who are able to express themselves fluently and confidently in a variety of different ways. Art will clearly contribute towards this, enabling pupils to respond thoughtfully to different learning and stimuli. We believe a high-quality Art and Design curriculum 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 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms and the impact of these.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary School. Our Art and Design curriculum is underpinned by our Core Values in the following ways;

COURAGE

- To know that it is fine to make mistakes, when participating in an art project, and to understand that mistakes are part of the process to reaching a high-quality outcome.
- To have the courage to express themselves artistically and to express their own opinions about art.

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder and to not give up.
- To understand that the perseverance and attentiveness needed to complete an Art and Design project, leads to personal pride and gratification.

AMBITION

- To do their best work and then to push themselves beyond what they consider to be their best.
- To develop a desire to achieve something.

RESPECT

- To respect the art work of others, including the work of other artists and their peers.
- To respect equipment used in art.

INDEPENDENCE

- To develop confident artists who are not afraid to 'have a go'.
- To develop artists who have the confidence to think independently.

BEYOND THE SUBJECT

We want our Art and Design curriculum to help children to;

- Think creatively in all aspects of their life
- See the world from different perspectives
- Increase their empathy
- Observe and look closer at the world around them
- See connections in the world



IMPLEMENTATION

Art, craft and design embody some of the highest forms of human creativity. Our Art and Design curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that ‘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.’ Our Art and Design curriculum has been structured in a cross-curricular way, to effectively facilitate this and to provide maximum inspiration to our artists. Art projects will be linked to a class topic to enhance the pupils’ understanding of the key historical or geographical concepts covered. Where appropriate, Art and Design projects may also be linked to a community or cultural issue to engage our artists in the world around them.

At Barnburgh Primary School, each of our artists has their own sketch book, in which they record ideas, practise new techniques and refine their skills in drawing, painting, sculpture and other art, craft and design techniques with a range of materials. These sketchbooks give our artists the opportunity to study an existing piece of art, create a constructive and reflective critique of this work and to use these ideas to develop their own piece of related art work. This enables pupils to show perseverance and dedication to complete any project to the best of their ability. Artists from different eras are studied throughout the school to give our artists a balanced knowledge of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation and the understanding of Art concepts and skills. School visitors and trips are facilitated where appropriate to enhance the pupils’ understanding and skills further.

IMPACT


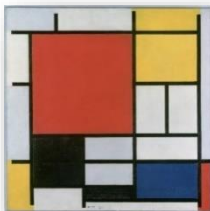









Due to the nature of this curriculum area, Art and Design monitoring takes various forms. A key component of this is pupil voice. School leaders use pupil voice as an effective tool to ascertain the pupils’ ability to express themselves through a range of different mediums. Sketch book monitoring throughout all year groups also takes place once a term to compliment this, allowing leaders to ensure our artists have the opportunity to develop their skills fully and showcase their talents. Examples of our artists’ work is exhibited throughout the school, both on classroom and communal displays.

Long Term Plan 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1		Sketchbooks Work of other artists Painting and drawing <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>	Sketchbooks Work of other artists Painting and drawing <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>		Outdoor Learning Sketchbooks Work of other artists Sculpture <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>	Outdoor Learning Sketchbooks Work of other artists Sculpture <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 2	Sketchbooks Work of other artists Painting and drawing <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>			Sketchbooks Work of other artists Painting and drawing <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>	Outdoor Learning Sketchbooks Work of other artists Sculpture <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>	Outdoor Learning Sketchbooks Work of other artists Sculpture <i>To use a range of materials creatively to design and make products</i> <i>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i> <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> <i>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.</i>
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 3	Sculpture 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.		Outdoor Learning Sketchbooks Work of other artists Sculpture 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.	Outdoor Learning Sketchbooks Work of other artists Sculpture 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.		Sketchbooks Work of other artists Painting and drawing 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.
CROSS CURRICULAR LINKS						
ENRICHMENT						

YEAR 4		<p>Sketchbooks Work of other artists Painting and drawing</p> <p>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.</p>	<p>Outdoor Learning Sketchbooks Work of other artists Sculpture</p> <p>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.</p>	<p>Outdoor Learning Sketchbooks Work of other artists Sculpture</p> <p>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.</p>	<p>Sculpture</p> <p>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.</p>	
	CROSS CURRICULAR LINKS					
ENRICHMENT						
YEAR 5	<p>Outdoor Learning Sketchbooks Work of other artists Sculpture</p> <p>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.</p>	<p>Outdoor Learning Sketchbooks Work of other artists Sculpture</p> <p>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.</p>		<p>Sketchbooks Work of other artists Painting and drawing</p> <p>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.</p>	<p>Sketchbooks Work of other artists Painting and drawing</p> <p>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.</p>	
	CROSS CURRICULAR LINKS					
ENRICHMENT						
YEAR 6	<p>Outdoor Learning Sketchbooks Work of other artists Sculpture</p> <p>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.</p>	<p>Outdoor Learning Sketchbooks Work of other artists Sculpture</p> <p>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.</p>	<p>Sketchbooks Work of other artists Painting and drawing</p> <p>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.</p>			<p>Sketchbooks Work of other artists Painting and drawing</p> <p>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.</p>
	CROSS CURRICULAR LINKS					
ENRICHMENT						

SKETCHBOOKS							
STAGE	EYFS	KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum <i>to create sketch books to record their observations and use them to review and revisit ideas</i>		KS2 Art and Design National Curriculum <i>to create sketch books to record their observations and use them to review and revisit ideas</i>	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE	Children will know: <ul style="list-style-type: none">that a sketchbook is a place to record their art	Children will know: <ul style="list-style-type: none">that a sketchbook is a place to practice art skills	Children will know: <ul style="list-style-type: none">That a sketch book is owned by an individual for experimentation and explorationhow ideas are developed through processes	Children will know: <ul style="list-style-type: none">that sketchbooks are places for personal experimentation.That the way each persons' sketchbook looks is unique to them.	Children will know: <ul style="list-style-type: none">that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.	Children will know: <ul style="list-style-type: none">that a sketchbook can help their artistic ideas growthat a sketch book is a safe place to develop art skills	Children will know: <ul style="list-style-type: none">that a sketchbook can help their artistic ideas growthat a sketch book is a safe place to develop art skills
SKILLS	Children will use sketchbooks to: <ul style="list-style-type: none">Record some learning in sketch books	Children will use sketchbooks to: <ul style="list-style-type: none">Record art work and ideas	Children will use sketchbooks to: <ul style="list-style-type: none">Record art work, ideas and skill development in sketch books	Children will use sketchbooks to: <ul style="list-style-type: none">Record art work in sketch books, reviewing work and commenting on their success.	Children will use sketchbooks to: <ul style="list-style-type: none">Record work in sketch books, reviewing ideas and how effective they have been and making refinements and adaptations as appropriate.	Children will use sketchbooks to: <ul style="list-style-type: none">Annotate work in sketch books, reviewing ideas, revisiting and improving work and suggesting how it might be further developed.	Children will use sketchbooks to: <ul style="list-style-type: none">Annotate sketch books in order to compare, review and improve ideas explaining how effective the techniques and tools used have been.
VOCABULARY							
		Sketchbook Experiment Explore	Independence Respect Persevere	Take risks Courage Ambition Aspire	Resilient Pride	Unique Responsibility	Resilience Integrity








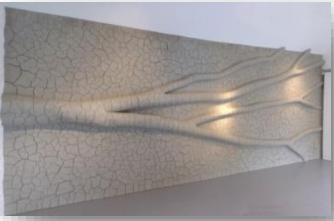
WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE: LINKED TO PAINTING AND DRAWING							
		KS1 Art and Design National Curriculum <i>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</i>		KS2 Art and Design National Curriculum <i>about great artists, architects and designers in history</i>		KS2 Art and Design National Curriculum <i>about great artists, architects and designers in history</i>	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	EYFS Jackson Pollock	YEAR 1: NEOPLASTICISM / ABSTRACT ART Piet Mondrian: Composition with Red, Blue & Yellow (1930)	YEAR 2: NEOPLASTICISM / ABSTRACT ART Wassily Kandinsky: Squares with concentric circles (1913)	YEAR 3: POST IMPRESSIONISM Vincent Van Gogh: The Starry Night (1889)	YEAR 4: CUBISM Pablo Picasso: The Weeping Woman (1937)	YEAR 5: SYMBOLISM Gustav Klimt: Tree of Life (1909)	YEAR 6: POST IMPRESSIONISM / CUBISM Paul Cezanne: The Basket of Apples (1895)
		 	 	 <div>Orchard with Arles in the Background (1888)</div> 	 		


KNOWLEDGE	Children will know: <ul style="list-style-type: none">how to recognise and describe some simple characteristics of art by Jackson PollockJackson Pollock was an American painter. He was born in 1912 and died in 1956.Jackson Pollock is famous for his messy, splashy, and drippy paintings created using a technique called Action Art.Action Art is the process of dribbling, splashing, and using other unconventional techniques of applying paint to a canvas.Jackson Pollock often set his canvas out on the floor, rather than upright on an easel.Jackson Pollock would use paint brushes and sticks to flick paint onto the surface and would also pour paint straight from the paint can.	Children will know: <ul style="list-style-type: none">Neo-plasticism is a term adopted by the Dutch pioneer of abstract art, Piet Mondrian, for his own type of abstract painting which used only horizontal and vertical lines and primary coloursAbstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects.how to recognise and describe some simple characteristics of art by Piet Mondrianthat Mondrian was an abstract artistthat Mondrian was a Dutch artistthat Mondrian used colours, shapes and textures to achieve his effectswhen Mondrian made his paintings, he would always mix his own colours.Mondrian often used primary colours – red yellow and blueMondrian never used a ruler to measure out his linesMondrian liked painting trees	Children will know: <ul style="list-style-type: none">Abstract art is a form of art with no recognisable subject, it doesn't represent images of our everyday lives. It has form, so it has colours, lines and shapes, but they are not designed to represent living things or actual objects.how to recognise and describe some simple characteristics of art by Wassily Kandinskyabout the effects Wassily Kandinsky created in his work. For example, movement, emotions etcabout the materials, techniques and processes Wassily Kandinsky used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).	Children will know: <ul style="list-style-type: none">Post-Impressionism started around 1885 and was commonly used in the artistic world until around 1914. Post-Impressionist artists aimed to make art an emotional experience through the use of symbolism, colour and captivating forms. Post impressionism paintings focus on what the viewer might see if they only caught a glimpse of a scene.about some of the key ideas, techniques and working practices of Van Goghhow to recognise and describe some characteristics of art by Vincent Van GoghThat when he was alive, he was not very famous at all but since his death, he has become one of the most successful painters in history.Van Gogh was born in the Netherlands, but travelled across Europe. He went to France, Belgium and England.When Van Gogh was in London, he was inspired by all the art he saw in galleries. Van Gogh's brother, Theo, worked in an art gallery and introduced Van Gogh to many artworks.Van Gogh was interested in painters who were painting everyday life.When he was 27, he decided to become an artist. Up until then, he had been a teacher, a shop assistant and had dreams of working for the Church. All of these experiences inspired his art.Van Gogh struggled with mental health problems. This meant that he sometimes felt very angry or sad and was not able to control his emotions.Van Gogh used painting as a way to express his emotions and way to help his mental health	Children will know: <ul style="list-style-type: none">Cubism refers to an art movement that lasted from around 1907 to 1914. The basic idea behind this art movement is to reduce the subject of a work of art into more simple, less defined, geometric shapes. Cubism is thought to be the earliest form of abstract art; it deliberately took something real and made it seem less recognisable.Cubist art showed lots of perspectives and angles of one item, depicting a three-dimensional thing on a flat surface in a new and inventive way.The subject of a piece of Cubist artwork was broken up into many shapes. These shapes were repainted from different angles to give a strange three-dimensional effect.Pablo Picasso developed cubismCubist paintings show objects from many angles at once. Pablo Picasso believed that painters should not just present realistic views of subjects.about some of the key ideas, techniques and working practices of Pablo PicassoPablo Ruiz Picasso (25 October 1881 – 8 April 1973) was a Spanish artist	Children will know: <ul style="list-style-type: none">Symbolism art was a late nineteenth-century movement that advocated the expression of an idea over the realistic description of the natural world.the realistic description of the natural world seen in impressionism, realism, naturalism, was rejected in favour of imaginary dream worlds populated with mysterious figures from literature, the bible, and Greek mythology.about some of the key ideas, techniques and working practices of KlimtKlimt was born on July 14, 1862.Klimt was an Austrian artistKlimt was born in Baumgarten, Vienna.At 14 years old Gustav attended the Vienna School of Arts and Crafts on a full scholarship after being encouraged by a relative to take the entrance exam.Klimt was a symbolist painter.Gustav Klimt painted the "Tree of Life" which is an important symbol in nearly every culture.The Tree of Life represents wisdom, protection, strength, and beauty. It reaches up into the sky and down into the earth. It links Heaven, Earth, and the Underworld.	Children will know <ul style="list-style-type: none">Paul Cezanne (1839-1906) was a French artist who painted over 1300 paintings!Cezanne made art at the same time as the Impressionists, but his approach challenged their art rules.The Impressionists tried to capture movement and light, they worked quickly and messily, often painting outside.Cezanne's process was a lot slower. He liked to slowly study objects and look at them from different angles. He was more interested in how something made him feel, rather than trying to paint realistically - this made him a bit of rebel!Still life is the term for art work which includes different objects.That traditionally, artists would choose objects which were very symbolic. They would paint flowers to make the viewer think about life and beauty. They'd paint a skull to make the viewer think about death. Perhaps they'd paint a gold candlestick - to make them think about luxury and money.The objects Cezanne chose to focus on in his paintings weren't very symbolic, or very fancy. He often chose to paint... apples!That by focusing on local, familiar objects, Cezanne draws our focus back to the everyday. He did this as a way of slowing down in amongst a busy world.That Cezanne enjoyed studying apples from many different angles, often showing different perspectives on one canvas - making his work almost 3D!Cezanne is now known as a Post-Impressionist and called 'the father of modern art' because he showed how free art could really be.
		Children will be able to: <ul style="list-style-type: none">replicate the techniques used by Piet Mondrian.Apply the techniques used by Piet Mondrian to create their own piece of art work including:	Children will be able to: <ul style="list-style-type: none">replicate the techniques used by Wassily KandinskyApply the techniques used by Wassily Kandinsky to create their own piece of art work including:	Children will be able to: <ul style="list-style-type: none">replicate the techniques used by Vincent Van GoghApply the techniques used Vincent Van Gogh to create their own piece of art work including:	Children will be able to: <ul style="list-style-type: none">replicate the techniques used by Pablo PicassoApply the techniques used by Pablo Picasso to create their own piece of art work including:	Children will be able to: <ul style="list-style-type: none">research and discuss the ideas and approaches of Gustav Klimtreplicate the techniques used by Gustav Klimt including:Apply the techniques used by Gustav Klimt to create their own piece of art work	Children will be able to <ul style="list-style-type: none">Research, describe, interpret and explain the work, ideas and working practices of Paul Cezanne taking account of the influence of the different historical, cultural and social contexts in which they worked.replicate the techniques used by Paul Cezanne including:Apply the techniques used by Paul Cezanne to create their own piece of art work
	VOCABULARY						

DRAWING: LINKED TO WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE							
		KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		Children will know: <ul style="list-style-type: none"> The visual elements to express ideas and emotions include shape, line, tone, form, space, texture, pattern and colour What effects can be created using a variety of media including pencils, rubbers, crayons and chalk. What light and dark tones are. What a pattern is. the types of marks they can make with the range of media, for example drawing lines, dots of different thicknesses. The meaning of abstract 	Children will know: <ul style="list-style-type: none"> How to invent new lines and create patterns and textures using pencil, pastels, ballpoints, and chalks. What effects can be created from drawing on different surfaces with a range of media. How to observe and draw shapes from observations. Know how to create tone using 3 different grade pencils How to create a drawing depicting movement and / or emotion	Children will know: <ul style="list-style-type: none"> the effects that can be created from a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. the effects that can be created from different grades of pencil and other implements to create lines and marks. How to apply a simple use of pattern and texture in a drawing. That shading shows light effects. How to show an awareness of space when drawing. That figurative art is the opposite of abstract art since it shows clear and direct shapes that people can link to real-life things. A painting that, for example, shows apples, animals, human beings, or any other object is considered figurative art. How to draw a landscape 	Children will know: <ul style="list-style-type: none"> How to use different grades of pencil and other implements to draw different forms and shapes and tones. That objects have a third dimension and that shading to show light and shadow effects can achieve this in a drawing That cross hatching is a drawing technique used to create a value range and add texture to a drawing. The technique involves drawing parallel lines that cross over each other to create a hatched effect. That blending is the process of fusing two colours together so that the paint transitions from one colour to another, or combines to create a new colour. 	Children will know: <ul style="list-style-type: none"> That a view finder is a simple square or rectangle cut out of card that artists can look through. Using a viewfinder helps artists to focus on something and not get distracted by what's around it. It helps artists pay close attention to the image that they are trying to create. How to use pencil, pastel, charcoal, oil pastel, coloring pencils to make different marks, lines, patterns and shapes within a drawing. What effects can be created using drawing ink to make different marks, lines, patterns, textures and shapes. How to use different techniques for different purposes i.e. shading, hatching within their own work. That perspective in art usually refers to the representation of three-dimensional objects or spaces in two dimensional artworks. Artists use perspective techniques to create a realistic impression of depth or they 'play with' perspective to present dramatic or disorientating images. 	Children will know: <ul style="list-style-type: none"> How to look at still life objects to draw them using their preferred view finder What effects can be created by blending techniques with pencil, coloured pencils, pastel, charcoal, oil pastel. How to depict movement and perspective in drawings That composition is the arrangement of elements within a work of art. The artist uses composition to arrange the subject and object of the image in a way to engage the viewer or provide a visually compelling scene. How to use a variety of tools and select the most appropriate. How to apply tone in a drawing using cross hatching, blending, tone shadow, pattern and texture.
SKILLS	Children will be able to: <ul style="list-style-type: none"> investigate textures by describing, naming, rubbing, copying. 	Children will be able to: <ul style="list-style-type: none"> Explore the visual elements of shape, line, tone, form, space, texture, pattern and colour to express ideas and emotions experiment with a variety of media; pencils, rubbers, crayons, chalk. draw light and dark tones. observe and copy patterns. control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses. Create an abstract drawing 	Children will be able to: <ul style="list-style-type: none"> Invent new lines and create patterns and textures using pencil, pastels, ballpoints, and chalks. draw on different surfaces with a range of media. observe and draw shapes from observations. investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using 3 graded pencils. Create a drawing depicting movement and / or emotion	Children will be able to: <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. experiment with different grades of pencil and other implements to create lines and marks. apply a simple use of pattern and texture in a drawing. use shading to show light effects in figurative art. show an awareness of space when drawing. Create a drawing of a landscape 	Children will be able to: <ul style="list-style-type: none"> draw for a sustained period of time at an appropriate level. experiment with different grades of pencil and other implements to draw different forms and shapes. begin to show an awareness of objects having a third dimension, for example to use shading to show light and shadow effects. experiment with different grades of pencil and other implements to achieve variations in tone apply tone in a drawing using cross hatching and blending. use shading to show light and shadow effects. 	Children will be able to: <ul style="list-style-type: none"> develop close observation skills using a variety of view finders. use pencil, pastel, charcoal, oil pastel, coloring pencils to make different marks, lines, patterns and shapes within a drawing. experiment with drawing ink to make different marks, lines, patterns, textures and shapes. use different techniques for different purposes i.e. shading, hatching within their own work. work in a sustained and independent way to create a detailed drawing. begin to use simple perspective in their work using a single focal point and horizon. begin to develop an awareness of composition, scale and proportion e.g. foreground, middle ground and background. 	Children will be able to: <ul style="list-style-type: none"> work from observation explore blending techniques with pencil, coloured pencils, pastel, charcoal, oil pastel. start to develop their own style using tonal contrast and mixed media. depict movement and perspective in drawings; show an awareness of how drawings are created ie. Composition. use a variety of tools and select the most appropriate. apply tone in a drawing using cross hatching, blending, tone shadow, pattern and texture.
VOCABULARY							

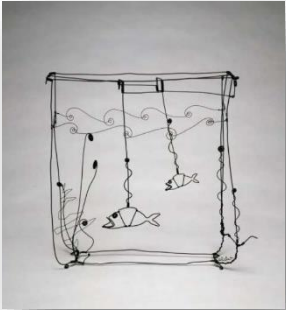
PAINTING: LINKED TO WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE							
		KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		Children will know: <ul style="list-style-type: none"> primary colours by name the visual elements of shape, line, tone, form, space, texture, pattern and colour to express ideas what effects can be created from a variety of tools and techniques including different brush sizes and types. They can find collections of colours by mixing and matching. 	Children will know: <ul style="list-style-type: none"> primary and secondary colours by name what a colour wheel is. That one colour can come in different tones What effects can be created by adding sand, plaster etc to paint.	Children will know: <ul style="list-style-type: none"> What complimentary colours are. How and when to use different sizes of brush The different types of effects that can be created from dotting, scratching, splashing.	Children will know: <ul style="list-style-type: none"> When and how to use primary secondary, complementary and contrasting colours. When and how to create different effects and textures with paint according to what they need for the task. that colour can be used to reflect mood. 	Children will know: <ul style="list-style-type: none"> how colour can be used to create mood. How to develop a painting from a drawing. About the importance of carrying out preliminary studies, trying out different media and materials and mixing appropriate colours. How to identify and use primary secondary, complementary and contrasting colours. 	Children will know: <ul style="list-style-type: none"> What the words hue, tint, tone and shade means in order to describe colour. How to use colour to convey feelings and select colour for specific reasons. How to create atmosphere and light effects.
SKILLS		Children will be able to: <ul style="list-style-type: none"> Experiment with a variety of tools and techniques including different brush sizes and types. identify primary colours by name. mix and match colours to artefacts and objects and to find collections of colours. work on different scales. Mix powder paint to create different colours Use the work of Mondrian as a starting point for their own work Create an abstract painting 	Children will be able to: <ul style="list-style-type: none"> Use tools and techniques e.g. layering, mixing media, scraping through layers. name different types of paint and their properties. investigate colour by mixing primary colour shades. mix colours and know which primary colours make secondary colours, for example making colours wheels. investigate making as many tones of one colour as possible (using white). investigate how to darken colours without using black. create textured paint by adding sand, plaster and investigate different effects. Use the work of Kandinsky as a starting point for their own work 	Children will be able to: <ul style="list-style-type: none"> use light and dark within painting and begin to explore complimentary colours. work on a range of scales e.g., thin brush on small picture etc. use light and dark within painting and begin to explore complimentary colours. mix colours, shades and tones with increased confidence. introduce different types of brush techniques- apply colour using dotting, scratching, splashing. experiment with different effects and textures Use the work of Van Gogh as a starting point for their own work 	Children will be able to: <ul style="list-style-type: none"> identify and use primary secondary, complementary and contrasting colours. create different effects and textures with paint according to what they need for the task. mix and use tints and shades and observe changes in colour. To choose suitable equipment for the task. use colour to reflect mood. Use the work of Picasso as a starting point for their own work 	Children will be able to: <ul style="list-style-type: none"> use colour for mood and select colour for specific reasons. develop a painting from a drawing. carry out preliminary studies, trying out different media and materials and mixing appropriate colours. identify and use primary secondary, complementary and contrasting colours. Use the work of Klimt as a starting point for their own work 	Children will be able to: <ul style="list-style-type: none"> use the language of hue, tint, tone and shades to describe colour. use colour to convey feelings and select colour for specific reasons. create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music mix and match colours to create atmosphere and light effects. identify and use primary secondary, complementary and contrasting colours and comment on what works well in their own work. Use the work of Cezanne as a starting point for their own work
VOCABULARY							

WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE																			
CROSS CURRICULAR LINKS																			
ENRICHMENT: Including other mediums such as printing & collage	Christmas cards in the style of... Remembrance Day Christmas cards Village carnival	Christmas cards in the style of Piet Mondrian Remembrance Day Christmas cards Village carnival			Christmas cards in the style of... Remembrance Day Christmas cards Village carnival			Christmas cards in the style of... Remembrance Day Christmas cards Village carnival			Christmas cards in the style of... Remembrance Day Christmas cards Village carnival			Christmas cards in the style of... Remembrance Day Christmas cards Village carnival			Christmas cards in the style of... Remembrance Day Christmas cards Village carnival		
APSIRE		Children will present their sketch books and completed pieces of art at the ASPIRE event. They will be able to talk about their learning process and they will be able to share facts about Piet Mondrian. Prompt questions for parents to include: <ul style="list-style-type: none">What can you tell me about this piece of art work?What is the name of the artist you have been studying?What can you tell me about Mondrian?How does this piece of art make you feel?																	
VOCABULARY																			
		Abstract Tone Form Space Chalk Light tone	Piet Mondrian colour Pencil Rubber Dark tone	Shape Line texture pattern crayon pattern	Abstract Tone Form Space Chalk Light tone	Wassily Kandinsky colour Pencil Rubber Dark tone	Shape Line texture pattern crayon pattern	Figurative Abstract Shade Tone Form Space Chalk Light tone	Van Gogh colour Pencil Rubber Dark tone	Shape Line texture pattern crayon pattern	Cross hatching Blending Figurative Abstract Shade Tone Form Space	Pablo Picasso colour Pencil Rubber Dark tone blending Chalk	Shape Line texture pattern crayon pattern Light tone	hue tint Cross hatching Blending Figurative Abstract Shade Tone	Pablo Picasso colour Pencil Rubber Dark tone blending Chalk Form	Shape Line texture pattern crayon pattern Light tone Space	Perspective Composition hue tint Cross hatching Blending Figurative Abstract Shade	Paul Cezanne colour Pencil Rubber Dark tone blending Chalk Form Impressionists Still life	Shape Line texture pattern crayon pattern Light tone Space Tone

SCULPTURE: LINKED TO WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE						
	KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
EYFS EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	YEAR 1 & 2 Andy Goldsworthy <div>   </div>		YEAR 3 Simon Kent: 1 day sculpture workshop & 1 day visit to Yorkshire Sculpture Park <div>  </div>	YEAR 4 Dame Barbara Hepworth: Figure for Landscape <div>  </div>	YEAR 5 Alexander Calder. Calder's Circus <div>  </div>	YEAR 6 Aurora Robson: The Great Indoors <div>  </div>
KNOWLEDGE	<p>Children will know:</p> <ul style="list-style-type: none"> how to recognise and describe some simple characteristics of sculpture by Andy Goldsworthy Andy Goldsworthy is a British artist, photographer and environmentalist. He's known for his use of natural materials and exploring themes like the passing of time. Goldsworthy was born on 25th July 1956 in Cheshire. Goldsworthy went on to study fine art at Bradford College of Art. This is a form of art that is intended only to be viewed and enjoyed, as opposed to art that has a practical use, like architecture. Throughout his life, he's made artwork and sculptures from natural resources. Goldsworthy lives in Penpont, Scotland, and continues to make land art sculptures in the UK and other areas of the world. Goldsworthy crafts his art from natural resources like rocks, ice and leaves, aware that the passing of time and exposure to the elements will alter his work. Observing these alterations becomes part of the artistic process, as Goldsworthy records these changes through photography. Slate Cone Sculptures This slate cone sculpture is made from different shapes and sizes of slate. This installation appears in the Botanical Gardens in Edinburgh, but there are versions all over the world. Clay Tree Wall Clay Tree Wall features a felled tree that's been fixed to a wall and covered with clay. The clay was applied wet so that it cracked as it dried out, with the shape of the tree influencing the grooves in the work. The work explores the process of change - a typical theme in Goldsworthy's work. Goldsworthy has used a variety of interesting materials in some of his most famous artwork, such as: <ul style="list-style-type: none"> Wooden logs Clay Stone Trees Lots of his artwork is made to be temporary, and he allows his work to decay as a part of the natural process. His holistic approach, which considers nature as a whole, means that there are times when he doesn't even use man-made tools to create with! <p>He takes photos of his work</p> <div>   </div>		<p>Children will know:</p> <ul style="list-style-type: none"> how to recognise and describe some simple characteristics of sculpture by Simon Kent where the Yorkshire Sculpture Park is and the purpose of the park Kent is known for his large, expressive and abstract figures in green wood. His large wooden sculptures are carved using a chainsaw with very little use of a chisel or sanding. He occasionally uses a blowtorch to char the wood and produce blackening, or sandblasting to emphasise texture and woodgrain. In the 1980s, clay was Kent's first choice sculpture material. By the 1990s, he had developed a passion for stone carving before beginning his obsession with carving wood with a chainsaw in 2000. 	<p>Children will know:</p> <ul style="list-style-type: none"> how to recognise and describe some simple characteristics of sculpture by Barbara Hepworth that instead of making art that looked like people or things, Hepworth made sculptures using abstract shapes. She was inspired by nature and the world around her. She remembered driving through the countryside with her family, and the shapes, bumps and ridges of the roads, hills and fields. That some of Hepworth's artworks and titles are about places she knew. That Hepworth was inspired by countries she visited, like Greece and Italy. She collected stones and postcards from her travels. She was also inspired by ancient architecture and monuments, from Greek amphitheatres to the bronze-age standing stones of Men-An-Tol in West Cornwall. That Hepworth made gaps in her sculptures to show the insides of the sculpture as well as the outside. It also let light through heavy blocks of stone, wood and metal. You can look through these pierced holes and spaces to frame the view behind. Hepworth said "I think every person looking at a sculpture should use [their] own body. You can't look at a sculpture if you're going to stand stiff as a ramrod and stare at it. With a sculpture you must walk around it [or] bend towards it..." Hepworth often made sculptures with separate parts that sit together. She liked the relationships between the individual forms and shapes, and how these can change when y 	<p>Children will know:</p> <ul style="list-style-type: none"> <i>Calder's Circus</i> was created by Alexander Calder (1898–1976) <i>Circus</i>, which was created during the artist's time in Paris, was made primarily out of wire and wood. Calder, known to his friends as 'Sandy', invented the mobile in 1931 when he decided to create a drawing in the air! Refer to <i>Antennae with Red and Blue Dots</i> (c.1953) The artist Marcel Duchamp called Calder's sculptures 'mobiles' because they moved when the wind blew. Calder's mobiles were also inspired by nature, such as <i>Snow Flurry I</i>. Calder was born in Pennsylvania, USA in 1898 into an artistic family, his grandfather, his father and his mother were all artists. However, as a kid he was great at Maths, so he decided to study engineering at university. This turned out to be very useful later on when he was inventing his kinetic sculptures. Kinetic is used to describe a type of art that moves, either by air or the use of a motor In 1926 Calder made a miniature circus out of wire and bits of cork and fabric. He called it the <i>Cirque Calder</i>, and artists like Pablo Picasso were invited to come and watch performances. As a child, Calder loved the circus, especially the acrobats. He was impressed by their ability to balance on thin wires high up in the air. In 1930 Calder visited the artist Piet Mondrian in his studio in Paris where he saw his simple paintings of rectangles and stripes in red, yellow and black. He thought it would be good if the shapes in Mondrian's paintings moved, so he went back to his studio and began to work on a series of sculptures that would do this. 	<p>Children will know:</p> <ul style="list-style-type: none"> how to recognise and describe some simple characteristics of sculpture by Aurora Robson Aurora Robson is a multimedia artist in the Hudson Valley. Born in Toronto and raised in Hawaii, Robson's work focuses on the negative impacts of plastic waste collecting in the ocean. Aurora Robson has been focusing on raising awareness on plastic as an artistic material, while simultaneously advocating to limit the detrimental issues from its disposability and the environmental impact plastic debris causes. Robson's work titled <i>The Great Indoors</i> was created for the Rice University Art Gallery in Houston in 2008 and used 15,000 plastic bottles collected from the streets of New York City. The immersive installation was meant to feel like the sculpture is a living breathing organism. As the saying goes, one man's trash is another man's treasure. Aurora Robson has taken this to heart. Repurposing plastic waste she finds in nature, Robson meticulously assembles colourful, whimsical sculptures, transforming discarded debris into, as she says, "reminders that every choice we make has consequences for the environment." Robson derives inspiration from childhood experiences of nature in her native Hawaii—from ocean waves to misty jungles and black sand beaches—as well as the increasing threat plastics pose to these fragile ecosystems. "The more I learn about plastic pollution, the more motivated I am to do something about it," she says. "Art is a global language, and pollution is a global issue, so merging the two to find potential solutions seems only natural."



SKILLS		Children will be able to: <ul style="list-style-type: none"> replicate the techniques used by Andy Goldsworthy Apply the techniques used by Andy Goldsworthy to create their own sculpture including: 	Children will be able to: <ul style="list-style-type: none"> replicate the techniques used by Andy Goldsworthy Apply the techniques used by Andy Goldsworthy to create their own sculpture including: 	Children will be able to: <ul style="list-style-type: none"> replicate the techniques used by Simon Kent Apply the techniques used by Simon Kent to create their own sculpture including: 	Children will be able to: <ul style="list-style-type: none"> replicate the techniques used by Barbara Hepworth Apply the techniques used by Barbara Hepworth to create their own sculpture including: 	Children will be able to: <ul style="list-style-type: none"> research and discuss the ideas and approaches of Alexander Calder replicate the techniques used by Alexander Calder including: Apply the techniques used by Alexander Calder to create their own sculpture 	Children will be able to <ul style="list-style-type: none"> Research, describe, interpret and explain the work, ideas and working practices of Aurora Robson taking account of the influence of the different historical, cultural and social contexts in which they worked. replicate the techniques used by Aurora Robson including: Apply the techniques used by Aurora Robson to create their own sculpture
	VOCABULARY						

SCULPTURE: LINKED TO WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE AND OUTDOOR LEARNING							
This part of the art curriculum will be delivered through outdoor learning using the natural and local environment for stimulus and with a focus on sustainability and caring for our environment where possible							
		KS1 Art and Design National Curriculum		KS2 Art and Design National Curriculum		KS2 Art and Design National Curriculum	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		Children will know <ul style="list-style-type: none"> the safety and basic care of materials, the environment and tools. 	Children will know <ul style="list-style-type: none"> the safety and basic care of materials, the environment and tools. 	Children will know <ul style="list-style-type: none"> the safety and basic care of materials, the environment and tools. 	Children will know <ul style="list-style-type: none"> the safety and basic care of materials, the environment and tools. 	Children will know <ul style="list-style-type: none"> the safety and basic care of materials, the environment and tools. 	Children will know <ul style="list-style-type: none"> the safety and basic care of materials, the environment and tools.
SKILLS		Children will be able to: <ul style="list-style-type: none"> use simple 2-D shapes to create a 3-D form recognise natural and man-made forms. replicate patterns and textures in a 3-D form. create sculpture in the style of Andy Goldsworthy Talk about what their sculpture represents Photograph their sculpture Identify the changing effects of their sculpture over time. 	Children will be able to: <ul style="list-style-type: none"> manipulate malleable materials in a variety of ways including rolling and kneading explore sculpture with a range of malleable media manipulate malleable materials for a purpose change the surface of a malleable material recognise natural and man-made forms. replicate patterns and textures in a 3-D form. create sculpture in the style of Andy Goldsworthy Talk about what their sculpture represents Photograph their sculpture Identify the changing effects of their sculpture over time. 	Children will be able to: <ul style="list-style-type: none"> plan, design and make a sculpture from observation and / or imagination. shape, form, model and construct using rigid materials. plan and develop ideas, using different carving techniques. create surface patterns and textures by carving. use wood and / or breeze blocks to create a simple 3D object. create a sculpture with the help of Simon Kent Talk about what their sculpture represents 	Children will be able to: <ul style="list-style-type: none"> plan, design and make a sculpture from imagination. shape, form, model and construct using malleable materials. produce intricate patterns and textures in a malleable media. plan and develop ideas, using different joining techniques and methods of construction. join clay adequately and construct a simple base for extending and modelling other shapes. create a sculpture in the style of Barbara Hepworth Talk about what their sculpture represents Consider what feelings they have in the place that they live draw the feeling of travelling by foot or by wheels make a sculpture representing the sound of crashing waves, or the wind in their ears etc... find objects in the natural environment that can frame another view. Consider how the views change as they move around 	Children will be able to: <ul style="list-style-type: none"> To develop skills in using clay To shape, form, model and construct from observation or imagination. To use recycled, natural and man-made materials to create sculpture. To plan a sculpture through drawing and other preparatory work. To recognise the properties of different materials including wire, twine, rubber, cloth and other objects create a sculpture / mobile in the style of Alexander Calder To discuss and evaluate own work and that of other sculptors. <div data-bbox="2095 1029 2362 1318">  </div> <p>Goldfish Bowl (1929)</p>	Children will be able to: <ul style="list-style-type: none"> become proficient in sculpting techniques. Plan and design a sculpture Use tools and materials to carve, add shape, add texture and pattern Develop cutting and joining skills Use re-cycled materials to create a 3D sculpture
VOCABULARY							

WORK OF OTHER ARTISTS, ARCHITECTS AND CRAFTS PEOPLE AND SCULPTURE							
CROSS CURRICULAR LINKS		<ul style="list-style-type: none">			<ul style="list-style-type: none">	<ul style="list-style-type: none">	<ul style="list-style-type: none">
ENRICHMENT: Including other mediums such as printing & collage		Photography: Children will be taught how to take photographs of their sculptures using digital devices such as ipads and cameras.		Photography:	Photography:	Photography:	Photography: Sustainability:
ASPIRE		Children will present their sketch books and sculptures and / or photos of sculptures at the ASPIRE event. They will be able to talk about their learning process and they will be able to share facts about Andy Goldsworthy. Prompt questions for parents to include: <ul style="list-style-type: none">What can you tell me about this sculpture?What is the name of the sculptor you have been studying?What can you tell me about Goldsworthy? How does this sculpture make you feel?					
VOCABULARY							
				Rigid carve	Malleable Shape form	Kinetic	

- NOTES:
- 3 Is include sculpture linking to outdoor environment and **sustainability**
 - Photography to capture sculpture