

Front Page (populated by staff meeting for links/ideas)

INTENT:

At All Saints, by nurturing hearts and inspiring minds, we encourage all pupils to shine in everything they do in Art.

Here, at All Saints, we value and are dedicated to the teaching of Art. We see this as a fundamental part of our school vision to nurture hearts and inspire minds and are therefore committed to providing an 'Arts Rich Curriculum' for our children.

We believe that a high quality art, craft and design education is essential for personal, social, moral, spiritual, cultural and creative development. We believe art, craft and design education prepares children for life in modern Britain and within international communities through study that promotes tolerance and respect, and social, spiritual, moral, and cultural understanding. We believe that an art, craft and design education enables children to become well-rounded, well-prepared learners and leaders.

IMPLEMENTATION:

As a school and in accordance with the National Curriculum's expectations, we aim 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;
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Class teachers are usually responsible for teaching art, although there will be times when professional artists/helpers will be involved in the teaching of the topic. We take every opportunity to develop links with outside agencies and experts, including the local high school, in order to enrich our Art provision.

IMPACT:

Our children enjoy the self-expression that they experience in Art.

They are always keen to learn new skills and work hard to perfect those shown to them. The children's art is very often cross-curricular, and helps them to express feelings and emotions in art, as well as show their knowledge and understanding in history, geography and science.

Through their art, the children are able to reach out into the community, with our pupil's artwork proudly displayed in the local places.

At the end of KS2, pupils will be able to:

- create sketch books to record their observations and use them to review and revisit ideas;
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials;
- discuss great artists, architects and designers in history.



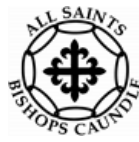
Progress Objectives - Assessment Criteria Table

Key Stage 2 Years 3 and 4		
	Yr. 3	Yr. 4
Skills	By the end of Yr. 3 pupils should be able to:	By the end of Yr. 4 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> gather and review information, references and resources related to their ideas and intentions. use a sketchbook for different purposes, including recording observations, planning and shaping ideas. 	<ol style="list-style-type: none"> select and use relevant resources and references to develop their ideas. use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. <i>(for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome.)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. select, and use appropriately, a variety of materials and techniques in order to create their own work. 	<ol style="list-style-type: none"> investigate the nature and qualities of different materials and processes systematically. apply the technical skills they are learning to improve the quality of their work. <i>(for instance, in painting they select and use different brushes for different purposes)</i>
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> take the time to reflect upon what they like and dislike about their work in order to improve it <i>(for instance they think carefully before explaining to their teacher what they like and what they will do next)</i> 	<ol style="list-style-type: none"> regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.
	By the end of Yr. 3 pupils should know:	By the end of Yr. 4 pupils should know:
Knowledge <i>Knowledge about art processes and context</i>	<ol style="list-style-type: none"> about and describe the work of some artists, craftspeople, architects and designers and be able to explain how to use some of the tools and techniques they have chosen to work with. 	<ol style="list-style-type: none"> about and describe some of the key ideas, techniques and working practices of a variety of artists, crafts makers, architects and designers that they have studied. about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> 1 is about researching and developing ideas 2 is the sketchbook thread, recording and experimenting 3 is about exploring and developing skills and techniques 4 is about applying and using technical skills and acquiring mastery 5 is about making judgements 6 is about the knowledge of art, cultural context etc. 7 is about the knowledge of media, processes, techniques etc. 	



KS2 Years 5 and 6

	Yr. 5	Yr. 6
Skills	By the end of Yr. 5 pupils should be able to:	By the end of Yr. 6 pupils should be able to:
Generating Ideas <i>Skills of Designing & Developing Ideas</i>	<ol style="list-style-type: none"> engage in open ended research and exploration in the process of initiating and developing their own personal ideas confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. 	<ol style="list-style-type: none"> independently develop a range of ideas which show curiosity, imagination and originality systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches. <i>(for instance. Sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)</i>
Making <i>Skills of Making Art, Craft and Design</i>	<ol style="list-style-type: none"> confidently investigate and exploit the potential of new and unfamiliar materials <i>(for instance, try out several different ways of using tools and materials that are new to them)</i> use their acquired technical expertise to make work which effectively reflects their ideas and intentions. 	<ol style="list-style-type: none"> Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques Independently select and effectively use relevant processes in order to create successful and finished work
Evaluating <i>Skills of Judgement and Evaluation</i>	<ol style="list-style-type: none"> regularly analyse and reflect on their progress taking account of what they hoped to achieve. 	<ol style="list-style-type: none"> provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work
	By the end of Yr. 5 pupils should know:	By the end of Yr. 6 pupils should know:
Knowledge and understanding <i>Acquiring and applying knowledge to inform progress</i>	<ol style="list-style-type: none"> research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. how to describe the processes they are using and how they hope to achieve high quality outcomes 	<ol style="list-style-type: none"> how to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
<i>Note: The threads in this Assessment Criteria Table are:</i>	<ol style="list-style-type: none"> 1 is about researching and developing ideas 2 is the sketchbook thread, recording and experimenting 3 is about exploring and developing skills and techniques 4 is about applying and using technical skills and acquiring mastery 5 is about making judgements 6 is about the knowledge of art, cultural context etc. 7 is about the knowledge of media, processes, techniques etc. 	



ART – YEAR3/4 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Famous Buildings Around the world

Autumn Term 1 (first year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To use drawing skills to design a building.

Generating Ideas (Ar2/1.1)

To be able to design a building for a particular purpose.

Knowledge and understanding (Ar2/1.3)

Focus on the architecture of Sir Christopher Wren. To explore colour and pattern in the design of St Basil's Cathedral; the design features of the Taj Mahal and to examine the architecture of the Sydney Opera House.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece

KEY QUESTIONS TO BE ANSWERED

Sonia Delaney

Spring Term 1 (first year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To use

Generating Ideas (Ar2/1.1)

To be able to

Knowledge and understanding (Ar2/1.3)

Focus on the

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



ART – YEAR3/4 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Seurat and Pointelism

Summer Term 1 (first year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To use

Generating Ideas (Ar2/1.1)

To be able to

Knowledge and understanding (Ar2/1.3)

Focus on the

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece

KEY QUESTIONS TO BE ANSWERED

William Morris- Printing

Autumn Term 2 (second year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To use

Generating Ideas (Ar2/1.1)

To be able to

Knowledge and understanding (Ar2/1.3)

Focus on the

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



ART – YEAR3/4 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Warhol and the Pop Art Movement

Spring Term 1 (second year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To use

Generating Ideas (Ar2/1.1)

To be able to

Knowledge and understanding (Ar2/1.3)

Focus on the

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece

KEY QUESTIONS TO BE ANSWERED

Viking Art – Sketching knots/ warriors

Autumn Term 2 (second year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To use

Generating Ideas (Ar2/1.1)

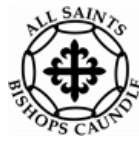
To be able to

Knowledge and understanding (Ar2/1.3)

Focus on the

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



ART – YEAR 5/6 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Continuous line drawing (Patrick Heron)

Autumn Term 2 (second year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

The four categories of visual style.

Whole canvas approach to colour application.

St.Ives link to Barbara Hepworth (one of our examples of abstract art from last term).

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Use of continuous line. Colouring technique - neat, leaving a gap between colour and line.

Generating Ideas (Ar2/1.1)

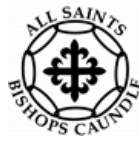
Use of positive and negative spaces to create interesting patterns and shapes. Composition (how it is laid out) - passes the Finger test

Knowledge and understanding (Ar2/1.3)

Examples of Heron's techniques. Title, keywords and facts about Heron

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



ART – YEAR 5/6 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

People in action (Umberto Boccioni)

Spring Term 1 (second year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

The four categories of visual style.

Link to Picasso's Guernica and Jon Bergerman.

Note differences with Patrick Heron's continuous line drawing.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Draw an oil pastel figure showing movement.

Demonstrate the ability to show movement; the understanding of proportion and control of line drawing.

Generating Ideas (Ar2/1.1)

To record the figure in motion from first hand observation.

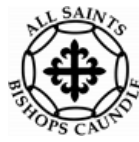
Knowledge and understanding (Ar2/1.3)

To compare the approach used by Umberto Boccioni to show movement in the figure.

Ancient Greek ideas of human proportion.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



ART – YEAR 5/6 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Sculpting vases (Grayson Perry)

Summer Term 2 (second year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

Roman pots (DT Rubies).

The four categories of visual style.

Whole canvas approach to colour application.

Link vases of Ancient Greece to work on human proportion.

Link design of vase to any style or technique they have studied in the past (e.g. Kandinsky, Burgelman).

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To develop control of tools and techniques.
To be able to make and decorate a clay vase.

Generating Ideas (Ar2/1.1)

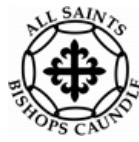
Experiment with modelling using plasticine.
Design a vase in sketchbooks based on experimentations.
Demonstrate developing ideas from research.

Knowledge and understanding (Ar2/1.3)

To recognise characteristics of Grayson Perry's work and the work of Ancient Greece.
Understand the different types of vases, their purpose and materials.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my



ART – YEAR 5/6 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Colour Theory (Wassily Kandinsky)

Autumn Term 1 (first year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

The four categories of visual style.

Whole canvas approach to colour application.

Sonia Delaney in lower KS2

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To show good control and knowledge of colours when mixing colours to produce a painting based on Kandinsky's Circles.

Generating Ideas (Ar2/1.1)

To mix primary colours and tones using paint to create colour wheel, tint charts, 2 graduating circles of shaded colour, hot and cold chart, contrasting colour squares.

Knowledge and understanding (Ar2/1.3)

To recognise characteristics of Kandinsky's work.

To understand a whole canvas approach to colour application.

To be able to describe the difference in an artwork's style.

To name the 3 primary colours and the secondary colours they make when mixed.

To understand what is meant by the colour wheel.

To name contrasting colours and harmonies of colours.

Develop visual literacy: contrast, harmony, blend, primary, secondary, tertiary, graduate, style, abstract, representational, semi-representational, semi- abstract.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



ART – YEAR 5/6 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Perspective (The Renaissance)

Spring Term 1 (first year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

The four categories of visual style.

Colour mixing.

Whole canvas approach to colour application.

Style categories: Representational (figurative) v
abstract (non-figurative)

To use prior knowledge of tints and shades to create
Aerial perspective.

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

To mix primary colours, white and black to create tints and shades of tones.

To produce a painting of the view from the school using
Aerial perspective.

Generating Ideas (Ar2/1.1)

Explore linear perspective and a singular vanishing point.

Knowledge and understanding (Ar2/1.3)

To learn about the Renaissance and the origins of linear
perspective in Italy and Aerial perspective in northern
Europe.

Develop visual literacy: linear and aerial perspective;
singular, double and triple vanishing points; low, central
and high eye level; horizon; Orthogonal Lines and
transversal lines; geometry.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my
piece. I can say how I could improve my piece



ART – YEAR 5/6 – LOCAL STUDY

KEY QUESTIONS TO BE ANSWERED

Improvisation and Doodle art (Jon Burgerman)

Summer Term 1 (first year)

PREVIOUS LEARNING IN SUBJECT & POSSIBLE CONNECTIONS TO BE MADE (fluency)

The four categories of visual style.

Whole canvas approach to colour application.

Use knowledge of visual styles to explain historical link between Picasso's *Guernica* and contemporary artist Jon Burgerman's murals.

Colour mixing

ASPECTS TO COVER

Skills of Making (Ar2/1.2)

Produce an underwater mural inspired by the video *Something Fishy*.

Generating Ideas (Ar2/1.1)

To produce doodle art murals in their sketchbook.

Chn commissioned to bring food to life through doodles.

Knowledge and understanding (Ar2/1.3)

To learn about different art historical periods and the use of improvisation and doodles.

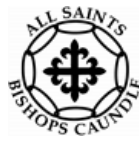
To consolidate visual literacy on style.

To understand what it means to be 'commissioned'.

To be able to explain visual link between Picasso's *Guernica* and contemporary artist Jon Burgerman's murals.

Evaluating (Ar2/1.1)

I can say and explain what I did well or less well in my piece. I can say how I could improve my piece



KEY SKILLS

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.

KEY KNOWLEDGE

Pupils should be taught to develop their techniques, including their control and their use of materials

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Learn about great artists, architects and designers in history

SMSC

(to be developed in all lessons)

Spiritual: Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral: Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '**British values**' of democracy, the rule of law, liberty, respect and tolerance.

Cultural: Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

BRITISH VALUES

(to be developed in all lessons)

The teaching of art and design offers an unique opportunity to explore the evolution of the core british values in the creating and viewing of art. Children will have the opportunity to:

Democracy - Take into account the views of others in shared activities; vote for outcomes.

The Rule of Law - Undertake safe practices, following class rules during projects and activities for the benefit of all; understand the consequences if rules are not followed.

Individual Liberty - Work within boundaries to make safe choices in art and design; make own choices within art and design projects.

Tolerance - Experience and talk about art and design work from different cultures and religious beliefs; use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect - To behave appropriately allowing all participants the opportunity to work effectively; review each other's work respectfully; work together on projects, help and advice others; experience different festivals, traditions and celebrations through art and design