

Art and Design at Abingdon Primary School



Our Bespoke Drivers



Role Models of all
protected
characteristics

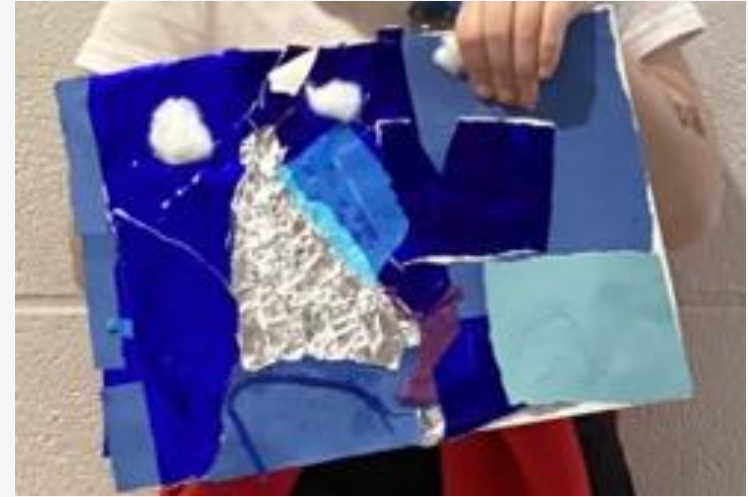


Accessing our local
area and all it offers

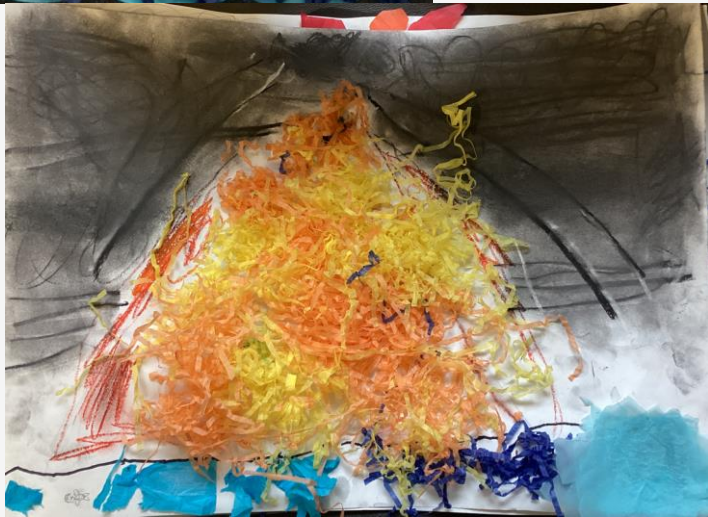


The Power of Word


KS1 Artic collages- Cycle B-Spring term




LKS2 volcano collages- Cycle B-Spring term



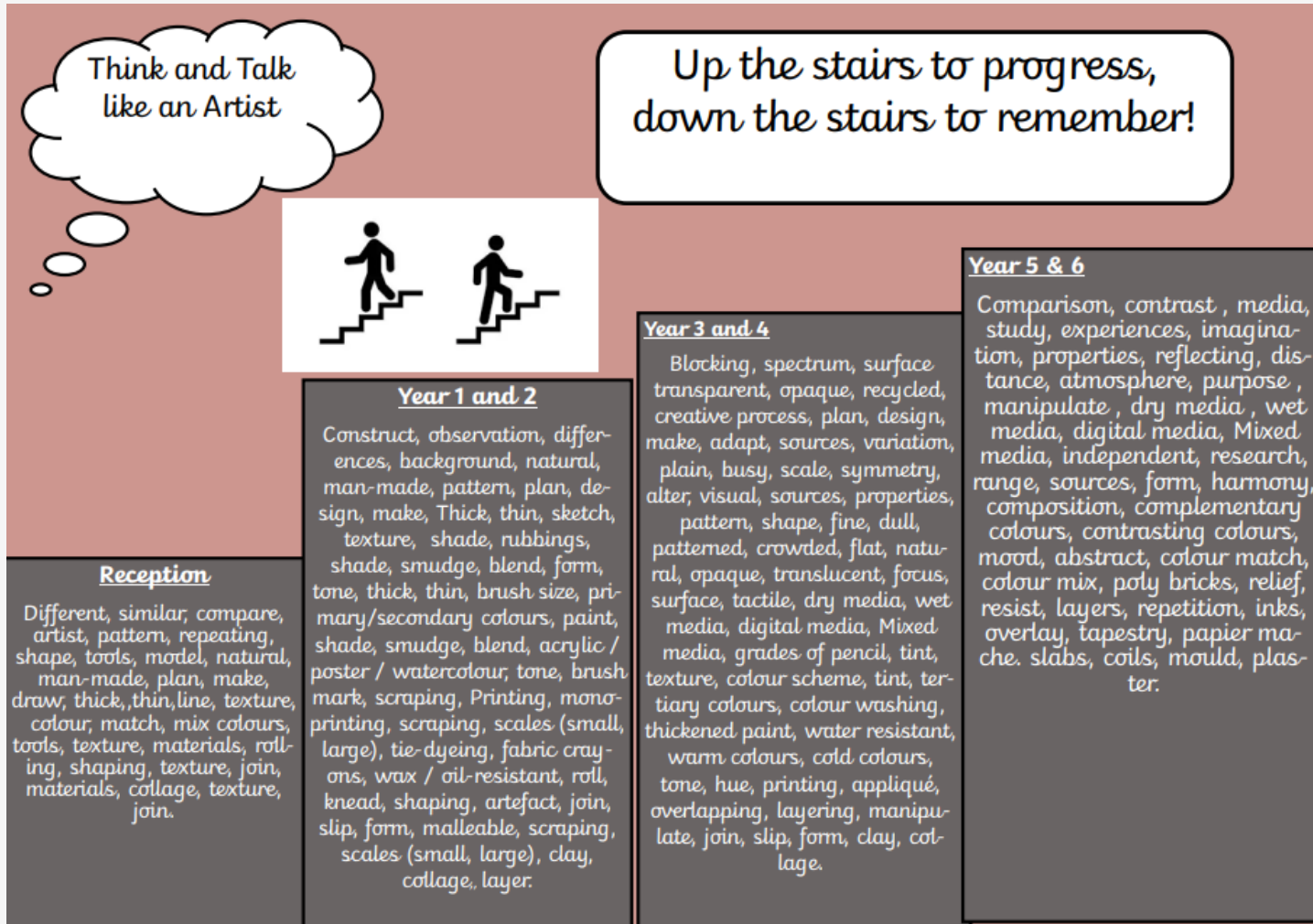
How is Learning Across Our School is Sequenced?

ABINGDON PRIMARY SCHOOL – Art and Design Yearly overview Cycle A 							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	All About Me! Autumn Festivals and Celebrations • To use a range of materials and resources, to make things. • Explore a variety of construction materials and make a plan for what they want to make	The Great Fire of London Printing Create own printed castle inspired by Paul Klee Artist- Paul Klee		Eureka! Printing Repeated Greek inspired printed pattern Art focus/end product- Greek pots		Behind Enemy Lines Painting Artist- Jaqueline Hurley Paul Nash	
Spring	When I Grow Up...Who Lives Where? Children to select the tools and techniques, they need to assemble materials that they are using Create collaboratively, sharing ideas, resources and skills.	Sensational Stockport 3D /sculpture Create own flowers with clay Artist- Michelle Reader		Globetrotters Painting Paint own self portrait inspired by Picasso Artist- Picasso		What a Wonderful World Printing Dye and embellish with sewing techniques own t-shirt Artist- Henri Rousseau	
Summer	Growth and Change Once Upon a Time... • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG)	Going on Safari Painting Own painting inspired by Tingatinga style Artist- Edward Tingatinga		Tomb raiders 3D /sculpture Create an amulet using clay Artist- Alaa Alwaad		Rotten Romans Mixed media/ collage Create own roman mosaic Art focus-Roman Mosaics	

EYFS curriculum runs on a 1 year cycle.

ABINGDON PRIMARY SCHOOL – Art and Design Yearly overview Cycle B 							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn 1	All About Me! Autumn Festivals and Celebrations • To use a range of materials and resources, to make things. •	Down in the Deep, Dark Woods Drawing An element of a landscape from Reddish Vale Artist-		Stones n' Bones Painting Cave painting Artist/end product- Cave paintings		Vikings and Anglo Saxons Drawing Observation drawings Artist- Van Gogh	
Spring 1	When I Grow Up...Who Lives Where? Create collaboratively, sharing ideas, resources and skills.	Amazing Adventurers Collage/mixed media Create an artic theme with mixed media Artist-David <u>McEown</u>		Extreme Earth Collage/mixed media Create volcano scene with mixed media Artists- Joseph Wright of Derby Andy Warhol Clarkson Fredrick Stanfield		Time Travellers 3D /sculpture Create 3D Mayan masks using papier mache Artists- <u>Jozef Mrva</u> <u>Calixte Dakpogan</u> <u>Romuald Hozume</u> <u>Bertjan Pot</u>	
Summer 1	Growth and Change Once Upon a Time... • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (ELG) • Sharing	A taste of India Printing Rangoli/mehndi/mandala patterns Artist/end product- Rangoli patterns		As mad as a hatter Drawing Landscape drawings of buildings in Stockport. Artist- LS Lowry		A Better Tomorrow Printing Leaf inspired prints Artist- William Morris	

Vocabulary Progression



This links to The Power of Word – understanding the power that vocabulary can have.


Vocabulary Progression

ABINGDON PRIMARY SCHOOL – Art and Design Progression of Vocabulary 							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>Exploring, developing and evaluating ideas, ongoing</u> <u>Any other art/design vocab</u>	Different, similar, compare, artist, pattern , repeating, shape, tools, model, natural , man-made , plan, make.	Construct, observation, differences, background, natural , man-made , pattern , plan , design , make . Natural , man-made , recycled , foreground, annotate, figure, pattern , objects, plan, design, make.		Blocking, spectrum, surface transparent, opaque , recycled , creative process, plan, design, make, adapt, sources, variation, plain, busy, scale, symmetry, alter, visual, sources, properties, pattern , shape, fine, dull, patterned , crowded, flat, natural , opaque , translucent, focus, surface, tactile, dry media , wet media , digital media , Mixed media .		Comparison, contrast, media, study, experiences, imagination, properties, reflecting, distance, atmosphere, purpose, manipulate, dry media , wet media , digital media , Mixed media , independent, research, range, sources, form, harmony, composition, mood, abstract.	
<u>Drawing</u> - pencil, wax, chalk, ink, pen, brushes ONGOING	Draw, thick , thin , line, texture .	Thick , thin , sketch, texture , shade , rubbings. Shade , smudge, blend, form, tone.		Grades of pencil, tint, texture , Tone , hue		Complementary colours, contrasting colours,	
<u>Painting</u> -poster paint, watercolours, colour mixing,	Colour, match, mix colours.	Thick, thin, brush size, primary/secondary colours, paint. Shade , smudge, blend, acrylic / poster / watercolour, tone , brush mark, scraping,		Colour scheme, tint, tertiary colours, colour washing, thickened paint, water resistant, Warm colours, cold colours, tone , hue,		Colour match, colour mix, complementary colours, contrasting colour.	
<u>Printing</u> - fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc	Tools, texture.	Printing , rubbings. Mono-printing, scraping, scales (small, large), tie-dyeing, fabric crayons, wax / oil-resistant		Printing , appliqué, overlapping, layering Relief /impressed method, block printing, marbling, silkscreen.		Poly bricks, relief , resist, layers , repetition, inks, overlay, tapestry.	
<u>3D/Sculpture</u> 3D experience, rigid and malleable materials	Materials, rolling , shaping , texture, join.	Roll , knead, shaping . Artefact, join , slip , form , malleable, scraping, scales (small, large), clay		Manipulate, join , slip , form , clay Carving.		Papier mache. Slabs, coils, mould, plaster.	
<u>Collage/Mixed Media</u>	Materials, collage, texture, join.	Collage Layer . collage		Overlapping, layering . collage			

Words in red are words that are repeated.

How are knowledge and skills built on through school?

Progression grids are in place to track the progress of each element of the art and design curriculum

ABINGDON PRIMARY SCHOOL – Art and Design Progression of Skills							
							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>Evaluating and developing work</u> ONGOING	Say what they like about their work and the work of their peers.	-Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook -Identify what they might change in their current work or develop in their future work.		-Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. -Adapt their work according to their views and describe how they might develop it further. -Annotate work in sketchbook.		- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further.	
<u>Exploring and developing ideas</u> ONGOING	-Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Use what they have learnt about media and materials in original ways, thinking about uses and purposes. -They represent their own ideas, thoughts and feelings through art.	-Record and explore ideas from first hand observation, experience and imagination. -Ask and answer questions about the starting points for their work, and develop their ideas. -Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.		-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.		-Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas and processes to use in their work. -Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	
<u>Drawing</u> - pencil, wax, chalk, ink, pen, brushes ONGOING	They can hold a pencil and draw with some form of control. variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Use what they have learnt about media and materials in original ways, thinking about uses and purposes. -They represent their own ideas, thoughts and feelings through art.	-Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. -Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. -Use a sketchbook to gather and collect artwork. -Experiment with the visual elements; line, shape, pattern and colour. -Draw for a sustained period of time from the figure and real objects, including single and grouped objects.		-Experiment with different grades of pencil and other implements. - Plan, refine and alter their drawings as necessary. -Use their sketchbook to collect and record visual information from different sources. Use research to inspire drawings from memory and imagination. -Draw for a sustained period of time at their own level. -Use different media to achieve variations in line, texture, tone, colour, shape and pattern.		-Use a variety of source material for their work. -Demonstrate a wide variety of ways to make different marks with dry and wet media. -Work in a sustained and independent way from observation, experience and imagination. -Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape	

Progression grids are in place to track the progress of each element of the art and design curriculum

Painting -poster paint, watercolours, colour mixing,	<p>They can hold a paintbrush and paint with some form of control.</p> <p>Variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>-Mix and match colours to artefacts and objects.</p> <p>- Work on different scales. - Mix secondary colours and shades, using different types of paint.</p> <p>-Create different textures e.g. use of sawdust.</p> <p>Name different types of paint and their properties.</p> <p>-Mix and match colours using artefacts and objects.</p> <p>To use watercolours to create a watercolour background.</p> <p>-Mix a range of secondary colours, shades and tones</p>	<p>-Mix a variety of colours and know which primary colours make secondary colours.</p> <p>-Use a developed colour vocabulary.</p> <p>-Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>-Work confidently on a range of scales e.g. thin brush on small picture etc.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>-Show increasing independence and creativity with the painting process.</p>	<p>-Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Create shades and tints using black and white.</p> <p>- Work on preliminary studies to test media and materials.</p> <p>- Create imaginative work from a variety of sources.</p> <p>-Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>-Work from a variety of sources, inc. those researched independently.</p> <p>- Show an awareness of how paintings are created (composition).</p>
Printing- fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc	<p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Make marks in print with a variety of objects, including natural and made objects.</p> <p>-Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>- Make rubbings.</p> <p>-Build a repeating pattern and recognise pattern in the environment.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>-Print using a variety of materials, objects and techniques including layering.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>-Talk about the processes used to produce a simple print.</p> <p>- Explore pattern and shape, creating designs for printing.</p> <p>Resist printing including marbling, silkscreen and cold-water paste</p>	<p>-Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</p> <p>-Choose the printing method appropriate to task.</p> <p>- Build up layers and colours/textures. -Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>-Choose inks and overlay colours.</p> <p>-Describe varied techniques.</p> <p>-Be familiar with layering prints.</p> <p>- Be confident with printing on paper and fabric.</p>
3D/Sculpture 3D experience, rigid and malleable materials	<p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>- Explore sculpture with a range of malleable media, especially clay.</p> <p>- Experiment with, construct and join recycled, natural and man-made materials.</p> <p>- Explore shape and form.</p> <p>-Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>-Join clay adequately and work reasonably independently.</p> <p>- Construct a simple clay base for extending and modelling other shapes.</p> <p>-Cut and join wood safely and effectively.</p> <p>-Plan, design and make models</p> <p>-Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>- Use a variety of materials.</p>	<p>-Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>-Use recycled, natural and manmade materials to create sculpture.</p> <p>-Plan a sculpture through drawing and other preparatory work.</p> <p>-Make and adapt a simple papier mache object.</p> <p>-Create sculpture and constructions with increasing independence.</p>
Collage/Mixed Media	<p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>-Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>-They represent their own ideas, thoughts and feelings through art.</p>	<p>-Create images from imagination, experience or observation.</p> <p>- Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc</p> <p>-Create textured collages from a variety of media.</p> <p>- Make a simple mosaic.</p> <p>-fold, crumple, tear and overlap paper</p>	<p>-Experiment with a range of media e.g. overlapping, layering to create images and represent textures etc.</p> <p>-create images from a variety of media eg photocopies, fabric, crepe paper, magazines etc</p> <p>Match the tool to the material.</p> <p>-Combine skills more readily.</p> <p>-Choose collage or textiles as a means of extending work already achieved.</p> <p>-Use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	<p>-Experiment with a range of media e.g. overlapping, layering etc.</p> <p>-Add collage to a printed or painted background</p> <p>-Use different techniques, colours and textures when designing and making pieces of work.</p> <p>-use collage as a means of extending work from initial ideas.</p>

Medium term plan example-Year 1 and 2 Cycle B- Collage/mixed media



Medium Term Curriculum Plan – Amazing adventurers Subject: Art Term: Spring Cycle B Year group: 1 and 2 Focus: Collage/mixed media

National curriculum objective

- to use a range of materials creatively to design and make products
- 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.

Evaluating and developing work

- Review what they and others have done and say what they think and feel about it.
- Annotate sketchbook -identify what they might change in their current work or develop in their future work.

Exploring and developing ideas

- Review what they and others have done and say what they think and feel about it.
- Annotate sketchbook -identify what they might change in their current work or develop in their future work.

Art and Design aims

Collage/mixed media

Year 1/2

- Use a wide variety of media, [jpg](#), photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc
- Create textured collages from a variety of media.
- Fold, crumple, tear and overlap paper.

Subject specific vocabulary

- Layer
- Texture
- Pattern
- Collage
- Primary/Secondary colours
- Observation

Artist/s to be studied

- David [McEown](#).

Weekly overview

Week	Objective	Previous linked objectives/ learning?	Lesson Outline	Key questions	SEND adaptation/adjustments	Resources needed
1	To explore the work of artists.	ELG - explore a variety of materials, tools and techniques	Look on the website https://www.davidmceown.com/ and look at the artist David McEown . Focus on the artwork in the artic with particular focus on the North Pole. Look at the watercolour paintings 'Pressure Ridges N.4', 'Towards the North Pole N.2' and 'Towards the North Pole N.3'. What do you notice/colours/what he painted etc annotate in sketch book .	<ul style="list-style-type: none"> What do you notice about his artwork? What colours can you see in the paintings? Can you annotate his artwork in your sketch book? 		<ul style="list-style-type: none"> Link to website Sketchbooks
2	To explore the work of artists.	ELG - explore a variety of materials, tools and techniques	https://www.davidmceown.com/ Look more closely at the 'Towards the North Pole N.3 painting'. Let ch experiment making their own North Pole sky with a sunshine using pastels, chalks, paint etc.	<ul style="list-style-type: none"> How has David McEown made the sunshine in the sky? 		<ul style="list-style-type: none"> Towards the North Pole painting Oil pastels Chalks Paint
3	Plan and design a polar themed landscape using mixed media.	ELG – experiment with design	Plan and design a a artic/snowy/polar landscape that will use mixed media. Try to link the style of your landscape to David McEown's Towards the North Pole painting. Begin to sketch out what shapes and colours are on landscape.	<ul style="list-style-type: none"> What colours/shapes will you need? What media do you think would work best on your collage? 		<ul style="list-style-type: none"> Mixed media Example of Towards the North Pole

Medium term plan example-Year 3 and 4 Cycle B-cave paintings



Medium Term Curriculum Plan – Stones N' Bones Subject: Art Term: Autumn Cycle B-Painting Year group: 3 and 4

Subject specific vocabulary

1. Secondary colours
2. Shade
3. Texture
4. Warm colours
5. Cool colours

Artist/s to be studied

- Different cave paintings.

National curriculum objectives

- 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].
- Learn about great artists, architects and designers in history.

Art and Design progression of skills

Evaluating and developing work

- Compare ideas methods and approaches in their own and others' work.
- Adapt their work according to their views and describe how they might develop it further.
- Annotate work in sketchbook.
- Adapt their work according to their views and describe how they might develop it further

Exploring and developing ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.


Painting

Year 3/4

- Mix a range of secondary colours, shades and tones.
- Experiment with making different shades of each secondary colour by adding white/ more water/ different amounts of the primary colours.
- Work on a range of scales e.g. large brush on large paper.

Weekly overview



Week	Objective	Previous linked objectives/ learning?	Lesson Outline	Key questions	SEND adaptation/adjustments	Resources needed
1	To practise mixing colours.	Mix a range of secondary colours, shades and tones.	Ask chn to use the 3 primary colours to make the secondary colours and brown (red, yellow and a bit of blue). Experiment with making different shades of each secondary colour by adding white/ more water/ different amounts of the primary colours.	What are the primary colours?	Support with fine motor skills.	<ul style="list-style-type: none"> • Paint • Sketch books/paper • Paintbrushes
2	To practise mixing shades.	Mix a range of secondary colours, shades and tones.	Give chn paint charts in shades. Ask them to mix paint to match the the first colour then adapt to make the other shades. 	What does the word shade mean? What are the primary and secondary colours?	Support with fine motor skills. Sheet with colour mixing on.	<ul style="list-style-type: none"> • Paint • Paint chart with shades • Paintbrushes
3	To practise mixing shades.	Mix a range of secondary colours, shades and tones.	Ask chn to mix shades of brown and paint large roll of paper in a variety of browns (b/ground to cave painting).		Support with fine motor skills.	<ul style="list-style-type: none"> • Brown paint • Large paper • Paintbrushes
4	To look at research cave paintings	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	Research cave paintings- aboriginal, stone age, Egyptian. Find different examples, stick in sketchbooks, annotate. Look more closely at stone age and compare. Copy stone age paintings.	How are the cave paintings different/the same? What do you like/dislike about them?	Support with writing. Word bank provided. Verbal feedback.	<ul style="list-style-type: none"> • Examples of cave paintings • Sketch books • Glue sticks • Pencils/pens

Medium term plan example-Year 5 and 6 Cycle B- Printing

Medium Term Curriculum Plan – A Better Tomorrow

Subject: Art
Term: Summer
Cycle B
Year group: 5 and 6

Subject specific vocabulary

1. Poly bricks
2. Relief print
3. Resist print
4. Layers
5. Repetition
6. Inks

Artist/s to be studied

- William Morris

National curriculum objective

- 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.

Evaluating and developing work

- Compare ideas, methods and approaches in their own and others' work.
- say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.

Exploring and developing ideas

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Art and Design aims

Printing Year 5/6

- Explain a few techniques, including the use of poly-blocks, relief, mono printing.
- Choose the printing method appropriate to task.
- Build up layers and colours/textures.
- Organise their work in terms of pattern, repetition, symmetry or random printing styles.
- Choose inks and overlay colours.


Weekly overview

Week	Objective	Previous linked objectives/ learning?	Lesson Outline	Key questions	SEND adaptation/adjustments	Resources needed
1	to record their observations in their sketchbook	To make observational drawings	Look at a variety of leaves. Use magnifiers. Make observational drawings of leaves. Use variety of media to recreate the same leaf- paint, crayon, pencil, pastels	<ul style="list-style-type: none"> • What shapes is the leaf? • What colours can you see? • How many shades of green are there? 	<ul style="list-style-type: none"> • Give half a leaf-child to create symmetrical reflection. 	<ul style="list-style-type: none"> • Leaves • Paint • Crayons- pencil/ wax/ pastels
2	To explore the work of artists	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Look at work created by William Morris-particularly the leaves and flowers. What do you notice? Look at the shapes /colours/patterns. Sketch / make observations about them	<ul style="list-style-type: none"> • What patterns can you see? • What shapes can you see? • What colours have been used? 	<ul style="list-style-type: none"> • Word bank 	<ul style="list-style-type: none"> • William Morris prints
3	To design own leaf print	To create designs from their ideas	In sketchbook design own William Morris inspire leaf /leaves design that will be used for printing. It should fill a square. Encourage children to fill the whole square, include detail on the leaf. Explain they will be able to use 2 or 3 colours on their printing- a light colour and darker colours. Which parts on their design will be the lighter colour/darker colour. There is no shading in printing so they will be blocks of colour.	<ul style="list-style-type: none"> • Which leaf shape are you using? • Which parts will be lighter/darker? • What colours would you like to use? • What will you do on your background? 	<ul style="list-style-type: none"> • One colour to be used 	<ul style="list-style-type: none"> • sketchbooks
4 & 5	To create prints and repeat with different colours	To create and use own print block (LKS2)	https://www.youtube.com/watch?v=Bf5Z8XUpM0Y Give children polystyrene tile. Draw leaf design on tile with felt pen. Fill the whole tile. Then go over design, pressing into the tile to make an indent. Create first print with a light colour. Children to make 4 prints to create a square- they can repeat the same way or choose to rotate their tile. Leave to dry. Cut out sections of your tile that you want in a different colour. Now print on top of your original leaf designs, with the cut out section. You can keep each print the same or you can make each one different.	<ul style="list-style-type: none"> • Can you fill the whole tile? • Which parts will be the lighter colour/darker colour? • Which parts are you going to cut out/ reprint? • Are you going to rotate your tile? 	<ul style="list-style-type: none"> • Simple leaf design on tile to go over • Keep to one colour 	<ul style="list-style-type: none"> • Printing ink • Rollers • Rolling trays • Polystyrene tiles • Cartridge paper

Examples of prior learning being outlined in planning.

Medium Term Curriculum Plan – Stones N' Bones

Subject: Art
Term: Autumn
Cycle B-Painting
Year group: 3 and 4

Week	Objective	Previous linked objectives/ learning?	Lesson Outline
1	To practise mixing colours.	Mix a range of secondary colours, shades and tones.	Ask <u>chn</u> to use the 3 primary colours to make the secondary colours and brown (red, yellow and a bit of blue). Experiment with making different shades of each secondary colour by adding white/ more water/ different amounts of the primary colours.
2	To practise mixing shades.	Mix a range of secondary colours, shades and tones.	Give <u>chn</u> paint charts in shades. Ask them to mix paint to match the <u>the</u> first colour then adapt to make the other shades. 
3	To practise mixing shades.	Mix a range of secondary colours, shades and tones.	Ask <u>chn</u> to mix shades of brown and paint large roll of paper in a variety of browns (b/ground to cave painting).
4	To look at research cave paintings	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures	Research cave paintings- aboriginal, stone age, Egyptian. Find different examples, stick in sketchbooks, annotate. Look more closely at stone age and compare. Copy stone age paintings.







Prior learning clearly laid out in bespoke planning

Medium Term Curriculum Plan – Amazing adventurers

Subject: Art
Term: Spring
Cycle B
Year group: 1 and 2
Focus: Collage/mixed media

Week	Objective	Previous linked objectives/ learning?	Lesson Outline
1	To explore the work of artists.	ELG - explore a variety of materials, tools and techniques	Look on the website https://www.davidmceown.com/ and look at the artist David <u>McEown</u> . Focus on the artwork in the artic with particular focus on the North Pole. Look at the watercolour paintings 'Pressure Ridges N.4', 'Towards the North Pole N.2' and 'Towards the North Pole N.3'. What do you notice/colours/what he painted etc annotate in sketch <u>book</u> .
2	To explore the work of artists.	ELG - explore a variety of materials, tools and techniques	https://www.davidmceown.com/ Look more closely at the 'Towards the North Pole N.3 painting'. Let <u>chn</u> experiment making their own North Pole sky with a sunshine using pastels, chalks, paint etc.
3	Plan and design a polar themed landscape using mixed media.	ELG – experiment with design	Plan and design <u>a</u> artic/snowy/polar landscape that will use mixed media. Try to link the style of your landscape to David <u>McEown's</u> Towards the North Pole painting.


Art knowledge organiser- KS1- Amazing Adventurers







Art and Design KS1 Knowledge Organiser		Main Learning: Collage/Mixed media	
Topic- Amazing Adventurers			
Prior Knowledge: <ul style="list-style-type: none">• ELG - explore a variety of materials, tools and techniques.• ELG – experiment with design.• ELG- use what they have learnt about media and materials in original ways.			
Key knowledge: <ul style="list-style-type: none">• To explore the work of the artist David McEown.• To plan and design a polar themed landscape using collage/ mixed media.• To evaluate our work and the work of others.			
Artist: David McEown <ul style="list-style-type: none">• David McEown is a Canadian artist who creates watercolour paintings of Antarctica and the Arctic including the North Pole.		Subject specific vocabulary: <ul style="list-style-type: none">• Layer-building up elements on top of each other to develop an artwork.• Texture-the way something feels or looks like it feels.• Pattern- repeated decorative design.• Collage-a piece of art made by sticking various different materials such as photographs, paper or fabric onto a backing.• Observation-the action of process of closely observing something or someone.• Primary colours: Secondary Colours:	
Artwork Pressure Ridges N.4  Towards the North Pole N.3 		 Towards the North Pole N.2   	

Knowledge Organisers held in back of the children's book to have easy access to.

Art knowledge organiser- LKS2- Extreme Earth

Knowledge Organisers held in back of the children's book to have easy access to.








Art and Design LKS2 Knowledge Organiser	Main Learning: Collage/Mixed media
Topic- Extreme Earth	
Prior Knowledge: <ul style="list-style-type: none"> • ELG - explore a variety of materials, tools and techniques. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. • Create images from imagination, experience or observation. • Use a wide variety of media, inc, photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc 	
Key knowledge: <ul style="list-style-type: none"> • To explore the work of Andy Warhol, Joseph Wright of Derby and Clarkson Fredrick Stanfield. • To experiment with a range of media. • To understand what the warm and cool colours are. • To know how to use mixed media to create a collage. • To evaluate our work and the work of others. 	
Subject specific vocabulary: <ul style="list-style-type: none"> • Overlapping-when shapes are in front of other shapes. • Layering-the process of building up different elements on top of each other to develop an artwork. • Texture-the feel appearance or consistency of a surface or substance. • Tone- refers to how light or dark something is. • Marbling-floating ink or paint on a surface to create a pattern. • Warm and cool colours: 	
	

Art and Design LKS2 Knowledge Organiser 		Main Learning: Collage/Mixed media	
Topic- Extreme Earth Artists and Artwork			
<u>Joseph Wright of Derby</u> <ul style="list-style-type: none"> English landscape and portrait painter. Born on 3rd September 1734. Died on 29th August 1797. Wright is said to have painted Mount Vesuvius over thirty times in his career. 			
<u>Vesuvius in Eruption</u> 			
<p>Painted between 1773-1775 in Italy.</p>			
<u>Andy Warhol</u> <ul style="list-style-type: none"> He was an American visual artist, film director and producer. Born on 6th August 1928. Died on 22nd February 1987. Famous for pop art and modern art. 		<u>Clarkson Fredrick Stanfield</u> <ul style="list-style-type: none"> English painter born on 3rd December 1793. Died on 18th May 1867. Best known for his large-scale paintings of dramatic marine subjects and landscapes. 	
<u>Vesuvius</u> 		<u>An eruption of Mount Vesuvius</u> 	
<p>Vesuvius 365 is a screenprint created in 1985 that depicts the famous volcanic mountain.</p>		<p>An eruption of Mount Vesuvius is a watercolour painting painted in 1839.</p>	
			

Art knowledge organiser- UKS2-

Art and Design UKS2 Knowledge Organiser	Main Learning: 3D Sculpture
Topic- Time Travellers	
Prior Knowledge: <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. To design a piece of artwork. Plan, design, make and adapt models. Mixing paints in KS1/LKS2. To review what they have done. 	
Key Knowledge: <ul style="list-style-type: none"> To explore and research the work of sculptures. To create an armature. To use papier mache to create a 3D sculpture. 	
Subject specific vocabulary: <ul style="list-style-type: none"> Sculpture- the art of making three-dimensional representative or abstract forms, especially by carving stone or wood or by casting metal or plaster. Construction- the action of building something, typically a large structure. Mould- a hollow container used to give shape to molten or hot liquid material when it cools and hardens. Joining-To link/connect something together. Form- An element of art that is three-dimensional and encloses. Armature-A framework around which the sculpture is built. Papier Mache- a malleable mixture of paper and glue, or paper, flour, and water, that becomes hard when dry, used to make boxes, trays, or ornaments. 	

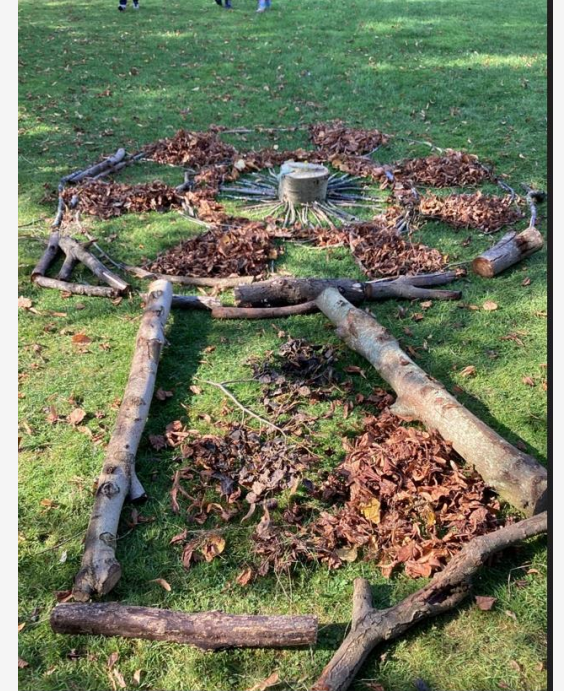
Knowledge Organisers held in back of the children's book to have easy access to.

Art and Design UKS2 Knowledge Organiser	Main Learning: 3D Sculpture
Topic- Time Travellers	
Sculptures: <ul style="list-style-type: none"> Calixte Dakpogan- Born in 1958 in Benin. He is a Beninese sculptor known for his use of discarded materials for his masks. Romuald Hozume- Born in 1962. He is also a Beninese sculptor who uses recycled items such as oil containers decorated with discarded objects to link modern culture with traditional mask forms. Jozef Mrva- Born in 1961 in Trnava, Slovakia. He uses recycled cardboard to make animal masks. Bertian Pot- Born on 26th May 1975. He is influenced by textiles he works with brightly coloured yarns to make interesting shapes on his masks. 	
 <p>A sculpture by Calixte Dakpogan.</p>	 <p>Romuald Hozume</p>
 <p>Bertian Pot</p>	 <p>Mask by Bertian Pot</p>
 <p>Jozef Mrva</p>	
	

Forest Schools




We created
large natural
sculptures in
Forest Schools



Key Learning poster example






In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



Key Learning


Art and Design Cycle B Autumn KS1 Down in the Deep Dark Woods

1. I can explore the work of landscape artists.
2. I can understand and explain what landscape drawings are.
3. I can begin to explore the use of line, shape and colour.
4. I can record and explore ideas from first hand observation and experience.
5. I can evaluate my artwork and the work of my peers.








Key Learning poster example

In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



Key Learning
Art and Design Cycle B Autumn LKS2 Stones 'n' Bones



1. I can explore and compare different cave paintings.

2. I can mix a range of secondary colours, shades and tones.


3. To experiment with making different shades of each secondary colour by adding white, more water or different amounts of primary coloured paints.

4. To experiment making colours with natural materials.

5. I can evaluate my artwork and the work of my peers.

Key Learning poster example






In each subject we have identified the key learning we want the children to know. This is shared with the children with 'key' images.



Key Learning

Art and Design Cycle B Autumn UKS2 Vikings and Anglo Saxons

1. I can explore and evaluate the artwork of Van Gogh.
2. I can understand what is meant by the term 'realism'.
3. I can experiment with line and tone.
4. I can experiment with pattern, texture, form, space, colour and shape.
5. I can review and evaluate my artwork and the work of my peers.



Assessment

We use a number of formative assessment strategies:

Live marking

Concept maps

Quizzes

Double page spreads

Verbal questioning

We assess the children as to whether they can articulate the key knowledge.

Assessment	
Working below expectation	Working above expectation
All other children have met expectations	

Challenge and Adaptations

Questions	SEND adaptation/adjustments	Resources needed
What shapes is the leaf? What colours can you see? How many shades of green are there?	<ul style="list-style-type: none">• Give half a leaf-child to create symmetrical reflection.	<ul style="list-style-type: none">• Leaves• Paint• Crayons- pencil/ wax/ pastels
What patterns can you see? What shapes can you see? What colours have been used?	<ul style="list-style-type: none">• Word bank	<ul style="list-style-type: none">• William Morris prints
Which leaf shape are you using? Which parts will be lighter/darker? What colours would you like to use? What will you do on your background?	<ul style="list-style-type: none">• One colour to be used	<ul style="list-style-type: none">• sketchbooks
Can you fill the whole tile? Which parts will be the lighter colour/darker colour? Which parts are you going to cut out/ reprint? Are you going to rotate your tile?	<ul style="list-style-type: none">• Simple leaf design on tile to go over• Keep to one colour	<ul style="list-style-type: none">• Printing ink• Rollers• Rolling trays• Polystyrene tiles• Cartridge paper

Main adaptations are clear on MTPs

Adaptations are planned into lessons. They might look like:

Use of additional resources – scaffolding (e.g.; key word lists, visual representations – Dual coding)

Teacher expertise – e.g.; additional processing time, use of talk partners, scribing, modelling. I do , we do you do

Referring back to previous learning and vocabulary.

Making parallels with the present day – linking the past to the present or the present to the past.

Use of artefacts, visits and visitors.

Enable Tables

High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



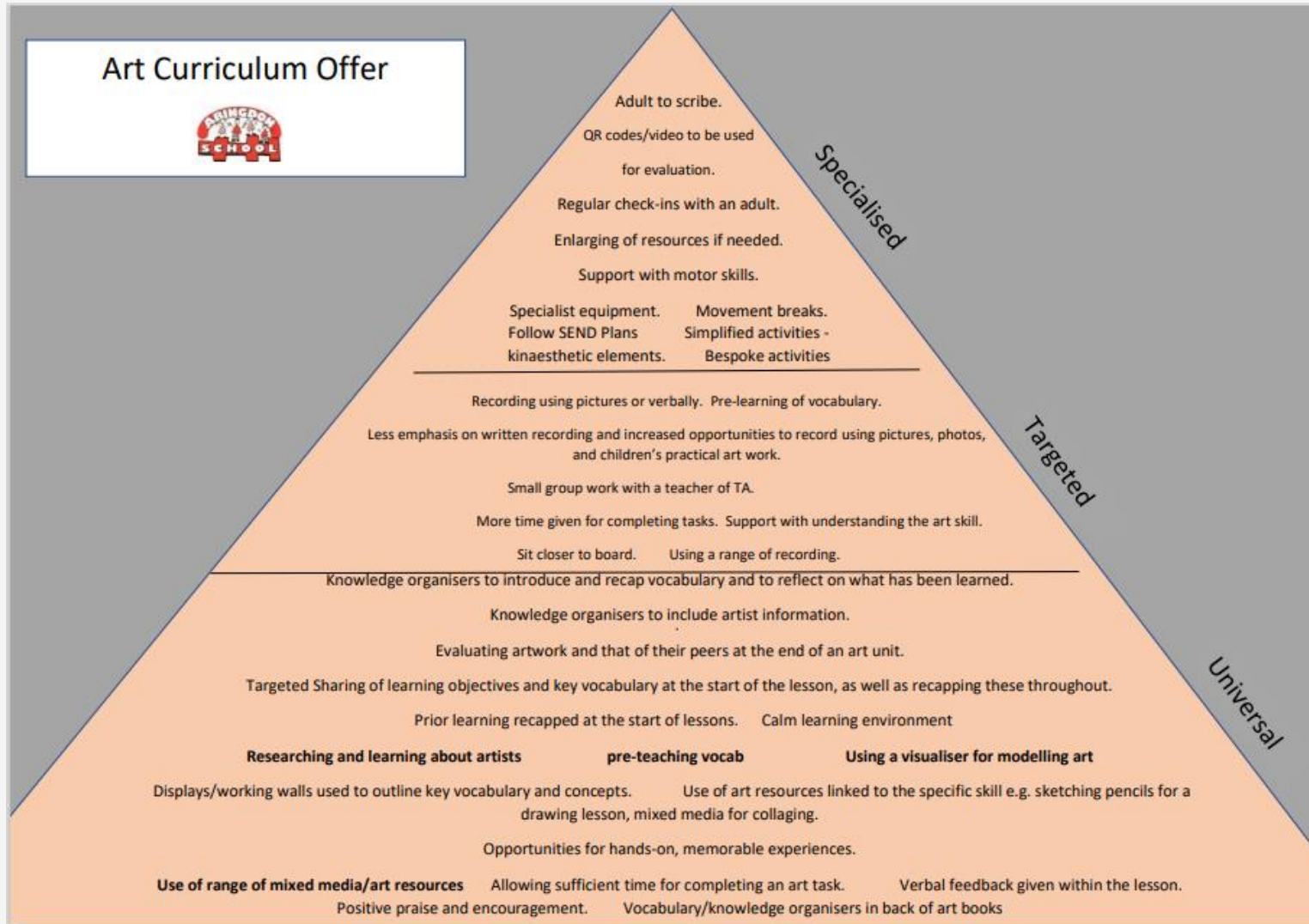
We use the Five a day principle alongside our own current focuses for adaptations:

- 1) "Nest/Pair/Share"
- 2) Pre-teaching of vocabulary and any key concepts
- 3) Visual resources and dual coding across the whole school
- 4) Chunking learning
- 5) Using the visualiser for modelling and misconceptions

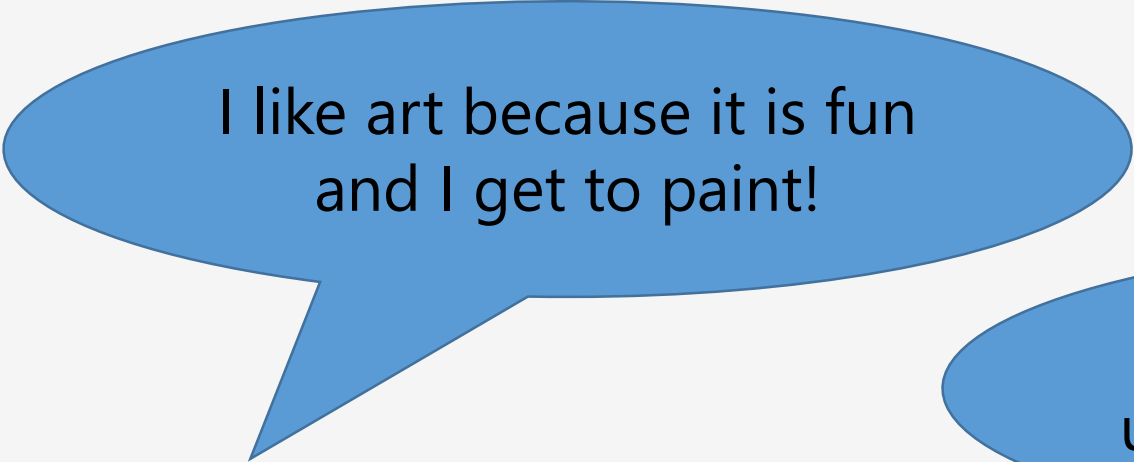


To further extend children's learning we use a challenge stamp with a further question/s to move them on.

Provision Pyramids



What do our children say about our curriculum?

A blue speech bubble with a black outline and a tail pointing towards the bottom-left.

I like art because it is fun
and I get to paint!

A blue speech bubble with a black outline and a tail pointing towards the bottom-right.

I really enjoy drawing and
using the sketching pencils.

A blue speech bubble with a black outline and a tail pointing towards the bottom-left.

I love learning about the
different artists.