



HIGHER FAILSWORTH PRIMARY SCHOOL



# Art and Design

Subject Leader: Miss S.Prendergast

ENJOY TEAM



# Art and Design

## Intent

At Higher Failsworth Primary School, we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. We hope to inspire, engage and challenge children so that they can effectively communicate what they see, feel and think through the use of colour, texture, form and pattern. As pupils learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

## Implementation

At Higher Failsworth Primary School, Art and Design is taught weekly over three half-terms throughout a school year. Each child has their own sketchbook to record their work, develop skills and opinions and foster their sense of creativity. Cross-curricular links are promoted to allow children to deepen their understanding across the curriculum including the use of technology. Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations and are given the opportunity to build on their prior knowledge.

## Impact

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills. Children will therefore be expected to leave Higher Failsworth Primary School reaching at least age-related expectations for Art and Design. Our Art and Design curriculum will also lead pupils to be enthusiastic Art and Design learners, evidenced in a range of ways, including pupil voice, their final pieces and sketchbooks. We ensure that children who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers. By celebrating the children's achievements through walking-galleries and corridor displays, we aim to develop our future artists and their appreciation of the art around them.



# Art and Design

## We want pupils at Higher Failsworth Primary School to:

- Become creative and imaginative learners;
- Develop skills that are transferable to other aspects of the curriculum and their lives;
  - Explore future opportunities and aspirations related to Art and Design;
- Appreciate a variety of art and express opinions, whilst developing their evaluation and analytical talents.

## We ensure our pupils receive:

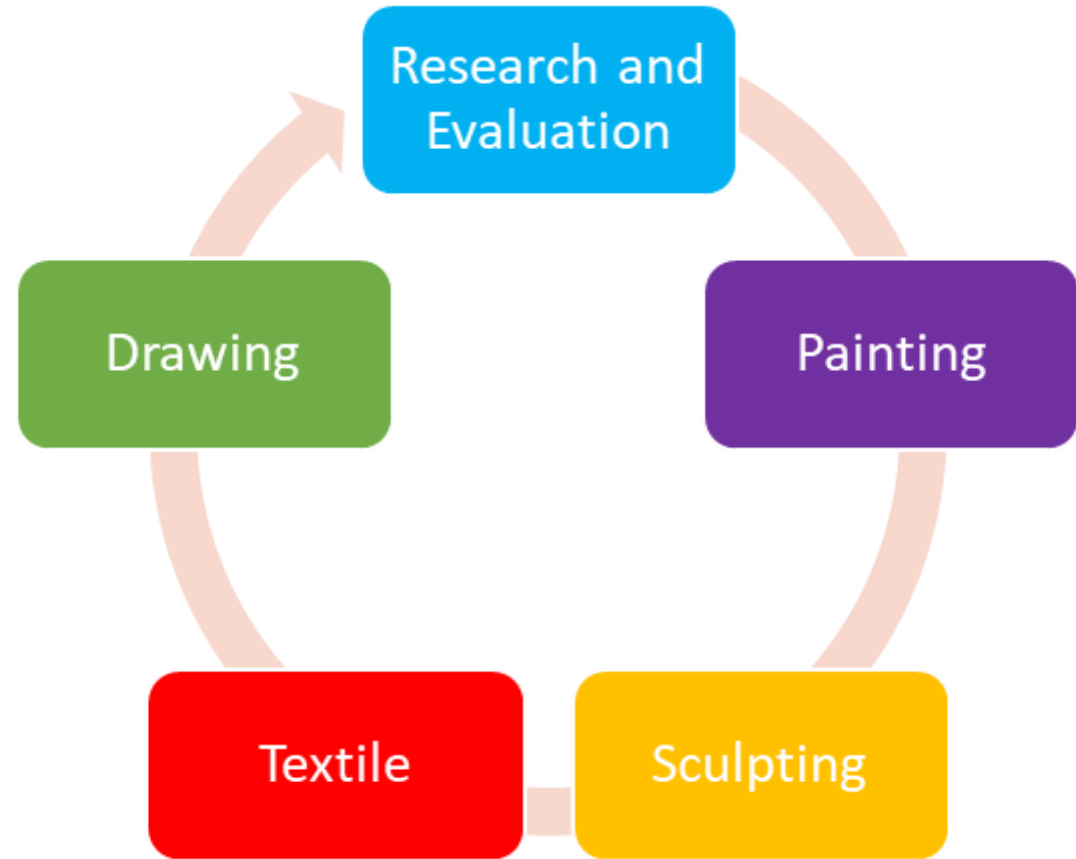
- Progression across year groups;
- Weekly Art lessons which engage and challenge;
- Trips and visitors to enrich their experiences and develop their cultural knowledge;
  - Exploration and experimentation in sketch books;
    - Discussion and appreciation of artwork.



# Art and Design - Threshold Concepts

*“A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something without which the learner cannot progress.”*

Jan Meyer and Ray Land, 2003



# Art and Design - Drawing Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Can they use a sketchbook to gather and collect artwork?</li> <li>● Can they begin to explore the use of line, shape and colour?</li> <li>● Can they draw lines of different shapes and thickness, using 2 different grades of pencil?</li> <li>● Can they use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they use sketchbooks to work out ideas for drawings?</li> <li>● Can they create different tones using light and dark?</li> <li>● Can they show patterns and texture in their drawings?</li> <li>● Can they experiment with the visual elements: line, shape, pattern and colour?</li> <li>● Can they experiment with different grades of pencil and other implements inc. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>● Can they draw for a sustained period of time?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they plan, refine and alter their drawings as necessary?</li> <li>● Can they use their sketches to produce a final piece of work?</li> <li>● Can they write an explanation of their sketch in notes?</li> <li>● Can they use different grades of pencil shade, to show different tones and texture?</li> <li>● Can they draw for a sustained period of time at their own level?</li> <li>● Can they use different media to achieve variations in line, texture, tone, colour, shape and pattern?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they show body language in their sketches?</li> <li>● Can they alter and refine drawings and describe changes using art vocabulary?</li> <li>● Can they organise line, tone, shape and colour to represent figures and forms in movement?</li> <li>● Can they show reflections?</li> <li>● Can they explain why they have chosen specific materials to draw with?</li> <li>● Can they use sketchbooks to collect images and information independently?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they use a variety of source material for their work?</li> <li>● Do they successfully use shading to create mood and feeling?</li> <li>● Can they work in a sustained and independent way from observation, experience and imagination?</li> <li>● Can they use a sketchbook to develop ideas?</li> <li>● Can they explain why they have chosen specific materials to draw with?</li> <li>● Can they explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape?</li> </ul>	<ul style="list-style-type: none"> <li>● Do their sketches communicate emotions and a sense of self with accuracy and imagination?</li> <li>● Can they explain why they have combined different tools to create their drawings?</li> <li>● Can they explain why they have chosen specific drawing techniques?</li> <li>● Can they develop ideas using different or mixed media using a sketchbook?</li> <li>● Can they manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape?</li> </ul>



# Art and Design - Painting Skills

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Can they communicate something about themselves in their painting?</li> <li>● Can they create moods in their paintings?</li> <li>● Can they choose to use thick and thin brushes as appropriate?</li> <li>● Can they paint a picture of something they can see?</li> <li>● Can they name the primary and secondary colours?</li> <li>● Can they create a repeated pattern?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they mix paint to create all the secondary colours?</li> <li>● Can they mix and match colours, predict outcomes?</li> <li>● Can they mix their own brown?</li> <li>● Can they make tints by adding white?</li> <li>● Can they make tones by adding black?</li> <li>● Can they recognise patterns in the environment?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they predict with accuracy the colours that they mix?</li> <li>● Do they know where each of the primary and secondary colours sits on the colour wheel?</li> <li>● Can they create a background using a wash?</li> <li>● Can they use a range of brushes to create different effects?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they create all the colours they need?</li> <li>● Can they create mood in their paintings?</li> <li>● Do they successfully use shading to create mood and feeling?</li> <li>● To choose brushes and strokes for effect</li> <li>● Use their knowledge of tint, tone and shade to create mood.</li> </ul>	<ul style="list-style-type: none"> <li>● Can they create a range of moods in their paintings?</li> <li>● Can they express their emotions accurately through their painting and sketches?</li> <li>● To combine tint, tone and shade with brushes/strokes to create a desired effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Can they explain what their own style is?</li> <li>● Can they use a wide range of techniques in their work?</li> <li>● Can they explain why they have chosen specific painting techniques?</li> </ul>



# Art and Design - Sculpting Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>● Can they add texture by using tools?</li> <li>● Can they make different kinds of shapes?</li> <li>● Can they cut, roll and coil materials such as clay, dough or plasticine?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they make a clay pot?</li> <li>● Can they join two finger pots together?</li> <li>● Can they add line and shape to their work?</li> <li>● Can they use fingers and material tools to create desired texture and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>● Can they develop more sophisticated techniques in order to join and shape material effectively.</li> <li>● Can they add texture to a piece of work using fingers and tools?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they begin to sculpt clay and other moldable materials?</li> <li>● To select the correct tools/techniques to add detailed embellishments.</li> </ul>	<ul style="list-style-type: none"> <li>● Sculpt clay and other moldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Confidently use techniques, skills and knowledge from previous year groups to design and make own piece</li> </ul>



# Art and Design - Textile/Collage Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• Can they sort threads and fabrics?</li> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they use a wide variety of media e.g photocopied material, fabric, plastic, tissue, magazines, crepe paper etc to add onto their work?</li> <li>• Can they make their own printing blocks using natural and made objects?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they join fabric using glue?</li> <li>• Can they create textured collages from a variety of media?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they add onto their work to create texture and shape?</li> <li>• Can they create pop-ups?</li> <li>• Can they experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use collage or textiles as a means of extending work already achieved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a range of media to create a collage?</li> <li>• Can they use different techniques, colours and textures etc when designing and making a piece of work?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create work which is open to interpretation by the audience?</li> <li>• Can they include both visual and tactile elements in their work?</li> <li>• Develop the technique of printing through batik and/or screen printing.</li> </ul>





# Art and Design - Research and Evaluation Skills

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>● Can they describe what they can see and like in the work of another artist/craft maker/designer?</li> <li>● Can they ask sensible questions about a piece of art?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they link colours to natural and man-made objects?</li> <li>● Can they say how other artist/craft maker/designer have used colour, pattern and shape?</li> <li>● Can they create a piece of work in response to another artist's work?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they compare the work of different artists?</li> <li>● Can they explore work from other cultures?</li> <li>● Can they explore work from other periods of time?</li> <li>● Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they experiment with different styles which artists have used?</li> <li>● Can they explain art from other periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they experiment with different styles which artists have used?</li> <li>● Do they learn about the work of others by looking at their work in books ,the Internet, visits to galleries and other sources of information?</li> </ul>	<ul style="list-style-type: none"> <li>● Can they make a record about the styles and qualities in their work?</li> <li>● Can they say what their work is influenced by?</li> <li>● Can they include technical aspects in their work, e.g. architectural design?</li> </ul>





# Art and Design - Long Term Plan 2022/2023



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	DT	Painting - Primary Colours - Mondrian	Drawing - What makes Britain Great - Steven Brown	DT	DT	Sculpting - People - Antony Gormley
<u>Year 2</u>	Painting - Colour Chaos - Mark Rothko	DT	Drawing - Portraits - Picasso	DT	Sculpting - Environmental Art - Goldsworthy	DT
<u>Year 3</u>	Drawing - Observations - Matisse	DT	Sculpting- Ancient Egyptians - Leger	DT	Painting - Cubism - Picasso	DT
<u>Year 4</u>	DT	Sculpting - Bodies - Julian Opie	DT	Painting - River Art - Monet	DT	Drawing - Portraits - Frida Kahlo
<u>Year 5</u>	Painting - Urban VS Rural - David Hockney	DT	Sculpting - Ancient Greeks - Artefacts	DT	Drawing - Pop Art - Keith Haring	DT
<u>Year 6</u>	Painting - Graffiti Art - Jean Michel Basquiat	DT	Sculpting - People - Henry Moore	DT	Drawing - Industrial Scenes - LS Lowry	DT