



Art and Design Subject Overview

In order to achieve our whole school intent, we have identified 3 Golden Threads that weave through our curriculum and underpin everything we do. This means that in delivering our curriculum we are embedding our school **Christian Values**, developing **knowledge and skills** progressively over time with an ambitious and aspiring curriculum whilst immersing our children in **language rich** teaching.



Intent

Art gives children the space to develop their creative imagination, enabling them to communicate what they see, feel and think through a range of tools, media and materials. During their time at Forest and Sandridge children are given regular opportunities to experiment, invent and create their own works of art, craft and design. Skills and techniques are taught progressively to ensure that all children are able to learn and practice in order to develop as they move through the school. Throughout the key stages children's experience of art is enriched by finding out about famous artists (past and present), working with local artists on project and exploring our local environment for inspiration. It is our intent to we equip children with the language they need to be able to form and articulate an opinion on art pieces by talking confidently and critically about art. We aim to ensure that all children are given high quality experiences, including those who may not have these opportunities outside of school.

Implementation

Christian Values Driver: Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We strive for children to enjoy and be confident in their own uniqueness. We encourage uniqueness through regular Art sessions where children are given the flexibility to produce creative work in many different ways; to showcase their personality, experiences, thoughts and ideas. Children learn to appreciate and share their artwork with their peers throughout Art sessions, further develop students sense of self and understanding of others.












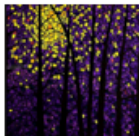


Knowledge and Skills based Driver: Our intent is for children to "Do more, know more and remember more". We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Children have vast opportunities to do more through experiencing drawing, painting, sculpture and other art, craft and design techniques. Children know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. We take every opportunity to develop links with outside agencies and experts, in order to create memorable experiences for children to remember and enrich our Art and Design provision.

Language rich Driver:

We want our children to be able to communicate their learning effectively, both orally and in writing, so our Art provision provides opportunities for children to gain a broad knowledge of ambitious vocabulary. Children are able to evaluate and analyse creative works using the language of art, craft and design. We support children to 'Talk like an artist' by using the language of opinion and providing sentence stems and modelled examples in lessons. Children use sketch books to develop their subject specific vocabulary and analysis. Using sketch books, the children can note their likes, dislikes and evaluation of creative works.








Planning

Planning is carefully sequenced to ensure knowledge and skills are taught progressively throughout the school.

| | Term 1 or 2 Drawing | Term 3 Collage/Mosaic | Term 4 or 5 Painting | Term 6 Sculpture |
|---------------------------|---|--|--|--|
| | EYFS | | For further information please see EAD EYFS Document. | |
| KS1 Year B 2023-24 | <p>Movement: Fauvism Art area: Drawing Artist: Maurice de Vlaminck</p>  <p>Outcome: Drawing self-portraits-including characteristics of the movement.</p> | | <p>Movement: Fauvism Art area: Painting Artist: André Derain</p>  <p>Outcome: Painted landscape- including characteristics of the movement.</p> | <p>Movement: Fauvism Art area: Sculpture Artist: Kurt Tisdale</p>  <p>Outcome: Clay sculpture of a piece of fruit- using characteristics of the moment.</p> |
| KS1 Year A 2024 - 25 | <p>Movement: Impressionism Art area: Drawing Artist: Monet</p>  <p>Outcome: Self-Portraits - using knowledge and skills - including characteristics from art movement.</p> | <p>Movement: Impressionism Art area: Collage Artist: Everett Spruill</p>  <p>Outcome: 3D Art (collage) Landscapes - using knowledge and skills - including characteristics from art movement.</p> | <p>Movement: Impressionism Art area: Painting Artist: Sharon Hackman (modern impressionist)</p>  <p>Outcome: Painted Landscape - using knowledge and skills - including characteristics from art movement.</p> | |
| LKS2 Year B 2023-24 | <p>Movement: Cubism Art area: Drawing Artist: Picasso</p>  <p>Outcome: Self-Portraits.</p> | | <p>Movement: Cubism Art area: Water colours Artist: Albert Gleizes</p>  <p>Supplementary artist: Dame Louise Henderson</p>  <p>'The farm house in Cornwall'</p> <p>Outcome: Painted landscape.</p> | <p>Movement: Cubism Art area: Sculpture Artist: Svetlana Kozhenova</p>  <p>Outcome: Clay cup</p> |
| LKS2 Year A 2024-25 | <p>Movement: Expressionism Art area: Drawing Artist: Munch</p>  <p>Outcome: Self-Portraits.</p> | <p>Movement: Expressionism Art area: 3D art- Mosaic landscapes Artist: Rachel Quirk (modern day artist)</p>  <p>Outcome: Mosaic landscapes.</p> | <p>Movement: Expressionism Art area: Water colour landscapes Artist: Kadiosky</p>  <p>Supplementary artists that could be used: Umar Aalto</p>  <p>Outcome: Painted landscape.</p> | |

"For I know the plans I have for you," says the Lord... "Plans to give you hope and a future" Jeremiah 29:11

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|----------------------------------|--|---|---|---|
| <p>UKS2 Year B (2023-24)</p> | <p>Movement: Pop art Art area: Drawing Artist: Warhol</p>  <p>Outcome: Self-Portraits in the Pop art style.</p> | | <p>Movement: Pop art Art area: Landscapes Poster paint, water colours and acrylics Artist: ALejois Lorenzo</p>  <p>Outcome: Painted Landscape using knowledge and skills - including characteristics from art movement. Year 6 will complete this in term 3.</p> | <p>Movement: Pop art Art area: Sculpture Artist: GArdañi</p>  <p>Outcome: Clay, including wires for structure.</p> |
| <p>UKS2 Year A 2024/25</p> | <p>Movement: Surrealism Art area: Drawing Artist: Dali</p>  <p>Outcome: Self-Portraits.</p> | <p>Movement: Surrealism Art area: 3D art (mosaic) landscapes Artist: Look at the actual mosaic aspect of this, when designing looking at Surrealism artists.</p>  <p>Outcome: Mosaic Landscape using knowledge and skills - including characteristics from art movement.</p> | <p>Movement: Surrealism Art area: Landscapes Artist: Max Earnst</p>  <p>Supplementary artists that could be used: Leah Saulnier</p>  <p>Outcome: Watercolour painted landscapes.</p> | |

Impact- How do our Golden Threads work within this subject?

By the time a child leaves Forest & Sandridge CE Primary they will:

Christian Values:

- Have an appreciation and respect for of other artists, craft makers and designers.
- Show courage by embedding new artistic skills.
- To be able to compassionately evaluate and provide constructive feedback on their own and others artwork.
- Have independence, initiative and originality which they can use to develop their creativity and confidence as they flourish into individual artists.
- Have a passion for and a commitment to the subject.

Knowledge and Skills:

- Use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- Draw confidently and adventurously from observation, memory and imagination.
- Explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- Think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

Language Rich:

- Communicate fluently in visual and tactile form.

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- Understand and use appropriate language including newly learnt language.
- Confidently use language structures to express an opinion.

Scaffolding/supporting SEND/lowest 20%: What do we do and how does this look?

Teachers try to identify potential barriers at the planning stage. In their planning, they consider ways of minimising or reducing those barriers.

Lesson design:

- Recapping learning from the previous lesson. Children may revisit their work from the last lesson to remember/improve/tweak/adjust.
- Consolidation is built in through curriculum design. Opportunities are provided for pupils to repeat and reinforce previously learnt skills and processes on a regular basis, in similar and different contexts.
- The curriculum is designed in a way that allows pupils to make links to the real world.
- Scaffolded tasks to support those need additional support.
- Whole class discussions (e.g. the teacher may do a mini plenary where common misconceptions are identified and discussed or where they share examples of pupil work on the board).

Environment

- Key vocabulary displayed on the board so children can use correct terminology in their discussions.
- Flexible seating options in case children need to move during the lesson.

Resources

- Adult support (e.g. additional modelling or explanation)
- Peer support
- Check list of steps to complete (e.g. on the flip chart or slides printed)

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