

At Stilton C of E Primary Academy we encourage our children to be curious learners as we believe this is key to learning across the curriculum.



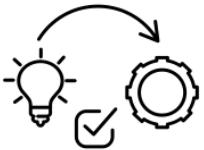
INTENT - We aim to...

Deliver an immersive art experience capturing the knowledge, skills and understanding of art, artists and their social, cultural and historical backgrounds.

Hold high expectations for our pupil's artistic knowledge acquisition, as well as the skills and concepts attained through observation, appreciation and creative sessions.

Encourage our children to use their own expression, curiosity, creativity and imagination to create artworks that reflect who they are as artists, whilst connecting to the artistic processes learnt within lessons and the wider curriculum.

Create lasting experiences through the medium of art, trips and visits, supporting all pupils to acquire cultural capital.



IMPLEMENTATION - How do we achieve our aims?

- * Long Term plans are created in line with the NC coverage and elements of the Primary Knowledge Curriculum Art planning for support. We believe that using the key principles from these resources enhances the art provision we offer our children. A cyclical approach is used to support knowledge, skill, concept, artists and art history acquisition, returning to these and building on existing experiences and prior learning.
- * Where possible, teachers adapt planning to include local architecture, landscapes, important persons and local artists to influence and enhance children's experiences of their own locality.
- * Key themes found within the National Curriculum that are included and connected throughout our Art curriculum are: key **concepts** in art, developing **skills** in art, **types of art** and **creators** of art, taught through a range of **art processes**.
- * Working walls are used to support pupils through the art units. Reminding pupils of the key vocabulary, artists studied and the skills and concepts taught and revisited, as well as showcasing the children's own artwork where appropriate.
- * Art History display, showcasing children's artwork and learnt artists displayed chronologically.
- * High quality resources are shared across the school, with a central area to be collected from.
- * Each class is given a class artist to study throughout the year, linked to the artists studied across the school during their normal art lessons. Class artists are also used from inspiration when completing additional art projects throughout the year.

Use of artistic processes

Children are introduced to the artistic processes they are using within individual tasks where appropriate.

Observation

*Drawing by directly observing.
Drawn from observation in front of them or observing an image or picture.*

Imagination

Drawing from imagination around a stimulus.

Evaluation

Evaluations of own and other's artwork - including artists looked at. From Year 3 onwards, this can be in the form of written work too. Be specific with evaluating their own artwork - linking to knowledge, concepts and skills.

Analysing

*Drawing from instructions, creating in less of a free way. (left picture)
Analysing art through discussion and annotation.*

Design and planning

Design and planning comes in more from Year 4 onwards. Carrying out a longer project. Happens over many sessions including observing existing art, drawing observational drawings, designing own creation based on what they have learnt, planning out and constructing a design and creating a finished product.

Investigation and Exploration

*Year 5 and 6
Independent investigation and exploration of what they can do. Analysing and observing existing art, deciding on what they draw from these artworks and the cultural and social meanings from them. Then creating own artwork which has been decided upon by the children - concepts, skills, materials.*



IMPACT - How will we know when we have achieved our aims?

Children will be able to independently demonstrate their knowledge of skills, concepts, artists, styles and movements through their own independent art work. Creating these within the unit themes, chosen subject or artist.

Pupils will be able to discuss and explain their learning through Pupil Voice sessions, (with the aid of used resources and their class books if needed).

Senior leaders will be able to see consistency between art lessons taught, and working walls used, as well as work completed within books (through learning walks and book looks).

Staff will talk about and deliver art lessons passionately within their classes. Sharing their strengths in the area and asking for support when needed to further their confidence in the subject. (Subject leaders to support with training and planning support).

Summative assessments completed throughout the year - including mini quizzes, knowledge organiser checks (throughout and at the end of a unit), as well Teacher Assessment feedback forms.

Verbal feedback and marking given in real time, where possible, to enhance art experience for pupils. Self and peer evaluations should be evident in all year groups, with more written evidence seen from KS2.



PROGRESSION - How does learning progress throughout the school?

- Progression of artists, skills, concepts, styles and movements seen within planning overview.
- Cyclical approach so that learning is revisited in different year groups.
- Class artists used to reflect those artists studied in a prior year groups- revisiting and giving opportunity for artist knowledge and skills to be embedded.
- **Vocabulary** progression supports learning through the Key Stages, focusing on skills, concepts, artists, styles and movements.

General Aims of the National Curriculum for KS1 and KS2

- 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

KS1 Aims

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Learn 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

KS2 Aims

- Develop their techniques, including their control and their use of materials, with creativity and experimentation
- Develop an increasing awareness of different kinds of art, craft and design
- 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.

Unit progression

Units contain 6 lessons

5 x teach sessions with an assessment session to conclude the unit.

Each unit consists of lessons which look at knowledge acquisition of:

- *The History of Art
- *Types of art and movements
- *Artists
- *Artwork
- *Art skills
- *Art concepts

Lesson progression

Main lessons structures follow a similar plan:

- *Revision of prior learning
- *Vocabulary discussion using knowledge organiser
- *Talk task - collaborative work
- *Teach - knowledge, skill or concept acquisition
- *Demonstration - completed by teacher
- *Task - completed by children (as independently as possible)
- *Plenary - assessment of knowledge, skill or concept acquisition/ evaluations of artwork



PROGRESSION - How does learning progress throughout the school?

Concept progression Elements - Colour

Reception (Colour - Aut):

- Introduction to colour
- Primary colours and secondary colours

Artists- Rousseau

Year 1 (Colour - Aut 1):

- Revision of colour
- Primary colours and secondary colours
- Warm and cool colours
- Tints and shades

Artists- Hockney/ Monet

Year 2 (Colour and Shape - Aut 1/ Colour shape and texture - Aut 2/ Portraits and self-portraits - Spr 1):

- To recognise primary, secondary, warm and cool colours
- Tints and shades (recapping prior knowledge)
- To use colour when creating portraits

Artists- Kandinsky/ Klee/ Mond/ Matisse/Holbein/ Van Gogh

Year 3 (Still life and form - Aut 2):

- To understand the use of tone - light and dark a colour is
- using colour to create form
- tones, tints, shades and shadows

Artists- Warhol, Morandi, Stubbs, Cezanne, Moser

Year 5 (Style in Art - Aut 1):

- Colour theory used in abstract art

Artists- Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky

Year 6 (The Pre-Raphaelites - Spr 1):

- Painting from observation, nature
- Light to dark

Artists- Rossetti, Millais



Concept progression Elements - Line

Year 1 (Line - Aut 2):

- introduction to line
- lines as basic tools
- describing different lines
- different materials for making lines
- lines can be used to represent different things

Artists- Rembrandt, Miro, Klee

Year 3 (Line - Aut 2/ Architecture - Sum 2):

- lines as basic tools (recapping prior knowledge)
- lines with different materials
- line weight
- different types of line
- different ways to use line
- printing to create lines

Artists- Klee, Leonardo, Picasso, Rembrandt, Van Gogh, Moore, Hokusai

Year 4 (Design - Spr 1):

- the elements of art
- colour and line to create emotion

Artists- Matisse, Munch, Kauffman

Year 6 (Art in the Italian Renaissance - Aut 1/ Victorian Art and Architecture - Spr 1):

- linear perspective
- quality of line
- using line to create drawings of architecture

Artists- Di Vinci, Da Siena, Rossetti, Millais



Concept progression Elements - Shape

Year 1 (Paintings of children - Sum 1):

- Cubism
- cubist shapes (geometric)

Artists- Hockney

Year 2 (Colour and Shape - Aut 1/ Colour shape and texture - Aut 2):

- geometric shapes, organic shapes
- organic shapes
- shapes for composition

Artists- Klee/ Picasso/ Matisse/ Calder

Shape knowledge and skills learnt also needed for:

Year 5 - Style in Art - Aut 1
- Islamic Art and Architecture - Aut 2

Year 6 - Victorian Art and Architecture - Spr 1 (observing shape)
- Art in the 20th Century, Modernism and Beyond - Sum 2.

Concept progression Elements - Texture

Reception (Texture - Spring):

- creating texture through collage and paint

Year 2 Colour shape and texture - Aut 2):

- exploring creating visual texture
- how to draw and show texture on different fabrics

Artists- Van Eyck

Texture knowledge and skills learnt also needed for:

Year 4 - Monuments of Ancient Rome - Spr 2 (Reliefs)
- Needlework, Embroidery and Weaving - Sum 2 (Textiles)

Year 5 - Style in Art - Aut 1 (Creating texture with acrylics)



Concept progression Elements - Form and Space

Year 3 (Form/ Still life and form - Aut 2):

- using tones and colour to create form

Artists- Warhol, Morandi, Stubbs, Cezanne, Moser

Year 4 (Form (Light - Aut 1)

- using light and tones to show form

Artists- Caravaggio, Vermeer, Goncharova, Begum

Year 4 (Space (Space - Aut 2)

- Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background
- using colour and detail to create depth

Artists- Matisse, Millet, Bonheur, Bruegel, Turner



Form knowledge and skills learnt also needed for:

Year 1 - Paintings of Children - Sum 1 (beginning to look at arranging elements in their picture)

Year 6 - Renaissance Architecture and Sculpture - Aut 2 (Human form/ simplifying forms through drawing)

Concept progression Elements - Light

Year 3 (Still life and form - Aut 2):

- To understand the use of tone - light and dark a colour is
- tones, tints, shades and shadows

Artists- Warhol, Morandi, Stubbs, Cezanne, Moser

Year 4 (Light - Aut 1)

- light shows form
- using tone to show form and drama
- chiaroscuro
- ground and underpainting
- using/showing light in different ways

Artists- Caravaggio, Vermeer, Goncharova, Begum

Year 5 (Style in Art - Aut 1):

- create light/shade (using oil pastels)

Artists- Watteau, Chippendale, Van Doesburg, Breuer, Mondrian, Delaunay, Pollock, Rothko, Kandinsky

Year 6 (The Pre-Raphaelites - Spr 1):

- Painting from observation, nature
- Light to dark

Artists- Rossetti, Millais

