



# Art and Design at Unity Academy Blackpool



Our Art and Design provision aims to give our students the opportunity to develop their creative knowledge and skills. We believe Art is an important part of the curriculum as it encourages creativity and imagination. It provides opportunities and skills to learn outside the classroom through the entitlement curriculum. Art education allows the children to express themselves and build resilience through challenging activities and the expectation of developing new skills.



## BIG IDEAS

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 artists, craft makers and designers, understanding the historical and cultural development of their art forms.



## CONTENT AND SEQUENCING

Reception - Continuous provision provides a creative area to allow children to use a range of art skills.

Year 1 - COLOUR MIXING: paint. PORTRAITS: drawing with various mark making tools. PLANTS: outdoor nature sculpture.

Year 2 - SPACE: oil pastel on black card, clay sculpting. COLOUR MIXING: Pointillism interpretation in paint & tea bag printing. CHRISTOPHER COLUMBUS shading stormy skies including three grades of pencil for light & dark tones. PORTRAITS: Great Queens mixed media. PLANTS: observational drawing and making fossils. BEYOND LIVING HISTORY: aboriginal art mixed media.

Year 3 - STONE AGE: observational drawing, sketching using various grades of pencil, clay pot sculpture with increasing skill. AMAZING WOMEN WHO CHANGED THE WORLD: drawing using oil pastels. EUROPE: photography, drawing and bright colours, pop art - repeated patterns, different grades of pencil to sketch. PLANTS: using different brushes to paint and to sketch outdoors. ANCIENT EGYPT: drawing and mask making.

Year 4 - THE ROMANS: portrait drawing, clay sculpture. BLACKPOOL: famous artists, texture techniques and sea art. Charcoal drawing and use of outdoor space to study texture, fibre tipped pens, collage, wax crayon and painting. ANGLO SAXONS & VIKINGS: drawing, digital collage, 3D longboat.

Year 5 - CRIME AND PUNISHMENT: Graffiti - art or crime? Printmaking, drawing using pencil and fibre tipped pens. NORTHERN LIGHTS: oil pastels, blending and shading. Make snow globe for Christmas - repeated patterns (printing techniques). TUDORS: drawing and shading portraits. EUROPE: Gaudi houses, line, shape and tone.

Year 6 - WW2: drawing on 'found materials' and painting (watercolours), sketching, e resources, overprinting. VICTORIANS: architecture study, observational drawing, developing sketching techniques, painting and overprinting using repeated patterns. MAYANS AND SOUTH AMERICA: City Emblem Glyph - clay and ancient Mayan sculpture.



## LINKS WITH VOCABULARY AND READING

Lessons are led by the teacher through initial discussion and demonstration based on the individual needs of the children.

Time spent to discretely embed relevant art and design vocabulary.



## RETRIEVAL PRACTICE

Teacher led retrieval questioning in starters and plenaries to consolidate and assess learning.

Cross year groups— E.g.. Plants are studied from years 1 - 3 but with different artistic techniques as children move through year groups.

Responses to key questions through whole class feedback, self assessment and in books through RRRs.

Low stakes quizzing for long-term memory.



## PROGRESS

Units of work have been carefully sequenced to build on prior knowledge and concepts from previous units and year groups, leading to an increased knowledge of artists and techniques.

Constant verbal feedback between teacher and student is given during lessons.

Art is incorporated into Forest Schools and our enrichment curriculum to provide rich, creative learning experiences.



## SUPPORT

Everyone has access to the Art and Design National Curriculum.

Art and Design is designed to be accessible to all abilities.

Children with EHCPs have adult support.

Students are marked on their progress related to their individual ability.