



ACCESS FOR ALL CHILDREN

All children are able to access lessons & complete tasks through a curriculum which ensures that creativity, processes & technique (variety of mark making), subject vocabulary & discussion (including preferences & reasoning) ; adult support when needed & appropriate considerations including space, visual aids and a broader resource base, enable those with specific barriers to learning to articulate their ideas knowing that there is support/guidance in executing a task from a simple starting point/stimulus; they are confident that there isn't a "wrong" way to make a mark and feel successful. Learners know that their contribution is valued as they express ideas in a way that is unique to them.

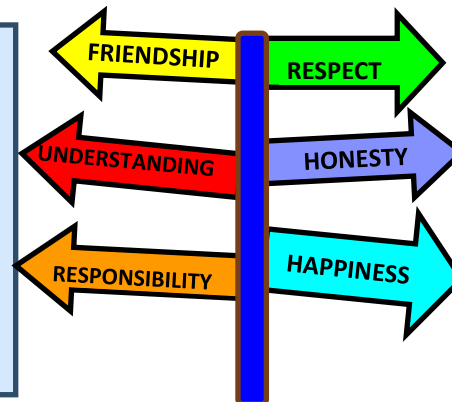


LET YOUR LIGHT SHINE

Matthew 5:16

ART & DESIGN

Learning Journey



PEDAGOGY

Each lesson begins with "It's Time To Start-So Let's Talk Art!" (recap on vocabulary, techniques, knowledge-Introduced to an artwork or form + creator-generate opinions and reasoning.) Practical application of techniques/ processes taught – exploration of media, resources, manipulation of materials. Photographs – Sharing of creativity (outside of lessons) with Subject lead, peers, whole school- Individual sketchbooks (mini journeys!) Past and present (contemporary) examples – purpose/ meaning/ well-being, necessity, sharing thoughts , ideas, inspiring - the power of image /art/design.



SUBJECT OVERVIEW

Art and Design is taught through the scheme of work in KS1 & KS2 and accessed through The Areas of Learning in EYFS. Cross curricular links are made where relevant, and used to teach processes and techniques, vocabulary and for the expressing of ideas, likes and dislikes, opinions, evaluations and the development of knowledge, skills and learning. As children gain knowledge they develop a bank of skills (disciplinary knowledge), vocabulary and facts (substantive knowledge) which help them to execute, appreciate and evaluate what they are learning. Children learn through a diet of visual images and artefacts, questions, answers, research, discussion, the exploration of processes and techniques and their application of these as individuals and on collaborative projects. They engage in sessions and practice their art and design ideas in their own personal sketchbooks (KS2) or in the execution of a 'piece' or a 'product'. By the end of Key Stage 2 children should be able to analyse and evaluate both their own work and those of others and explain how they know something or the reasons that they hold a point of view which might be based upon their own experience as well as their learning (personal knowledge). This becomes increasingly challenging as children learn and reflect on differing views- e.g. likes and dislikes. Children build and reflect upon their own experience, preferences and passions and develop the ability to become aware of their own strengths, talents, well-being, views and values.

KEY D=Drawing P=Painting PR=Printing C=Collage T = Textiles 3D= 3 dimensional

(Artists/Art forms/ REVISITED during the journey- recap/extended knowledge/ facts/ techniques/processes/titles/awareness/opinions)

ENRICHMENT Local/National competitions across school	D = Ancient Maya tiles P = ARTIST – Frida Kahlo T = Create a soft sculpture 3D = study /make an object from a different culture		D = Pencil drawings Build on an artist known from KS2- ARTIST- Margaret Mee P = “Poppies” ARTIST –Vincent Van Gogh/ Georgia O’Keefe PR = Releif printing (landscapes) C – “Blitz” scenes / ARTIST – David Hockney – photographic collages		D = Rocks- selecting appropriate media/techniques P = ARTIST –Renee Mackintosh (Christmas cards) Paint pouring planets (use techniques for Christmas crafts on acetate) C= techniques T = Tye-dye printing – planet surfaces (use in the collages created)		ENRICHMENT Community projects eg stars for hospital at Christmas	
Y7	MAGNIFICENT MAYA		FOR KING & COUNTRY WW2		INTO THE UNKNOWN (Space)		Y5/6	YEAR B YEAR A
	GOLDEN GREEKS		INTREPID INVADERS (Saxons)	PLASTIC POLLUTION	OUT OF AFRICA			
ENRICHMENT Whole School: ARTS AWARD (certificate award programme) offered to children who wish to participate Nationally recognised certificate – Trinity ARTS	D= Study the composition of an artwork P = ARTIST – Nikiforous Lytras and Greek frescoes based on Knossos		D - Build on an artist known from LKS2– ARTIST- Gertrude Hermes- to develop line, & shade.)		D– Tonal Turtles P = Study perspective within an artwork C = Plastics collages (incorporate mixed media—T = stitching/PR= relief work)		D = Animals/ human form from observation/memory/imagination ARTIST—Gakonga/Mahlangu P = Sunset /silhouette landscapes 3D = study /make an object from a different culture	
	D and P – monochrome animal (light/dark-tone) observational work ARTIST – Magaret Mee) = water colour (small brushes) – Sandra Silberzweig PR – Tribal Art – Goma/ Yohure masks		D & P – observational and imaginative – cave paintings – Stonehenge – ARTIST – Gertrude Hermes 3D – Terracotta thumb pot creations – transfer pattern T – weaving & plaiting materials a threads C – Creating collage artworks – natural stimuli – telling/interpreting stories		D and P – Architect/ARTIST – Hundertwasser – line and shape and pattern – colour combinations (complementary/ tertiary) –range of view points, control of line/shape			
YEAR B	RAINFORESTS		SCAVENGERS & SETTLERS		INVENTIONS		Y3/4	YEAR A
YEAR A	ACTIVE PLANET		ANCIENT EGYPTIANS		FOOD & FARMING			
Y3/4 Enrichment Year B – A “musical production” is performed to an audience to enhance 1 of the 3 topics within the year – “The Arts” contribution evident throughout! ear B – Terracotta earth pots	D and P = Observational (rocks/stones- range of viewpoints)volcanos (imaginative)- different brushes- self portraits –shade and tone C = Mixed media images Volcanoes- select and choose materials – ARTIST- Charlie Mackesy/ Andy Goldsworthy/Richard Long		D = Like an Egyptian (and the reasons why this was done) P = Adding texture and tone (death masks) King Tut/Heiroglyphics/Profile pharaoh designs (pattern) PR – Mono printing (polysterene – 1 colour) 3D – Create “Walking feet” pot – Clay Creating Egyptian death masks – Complementary colours		D and P – Observational (fruit and veg) T = Printing onto different fabrics (texture) Stitching a shape – straight line stitching / weaving –contrast colours- Tertiary colours		Y3/4 ENRICHMENT Year A -During Food & Farming topic children enter COMMUNITY COMPETITION via “The Lincolnshire Show” – Art & Design contribution evident within their presentation/display Year A - Archaeologist/artist visitor – making Egyptian clay pots	
	D and P = Images of travels T = Simple weaving (creating pattern)		3D – Compare and recreate a simple form (Clay house – add texture) D and P = Observational – developing line and tone(walk around village/ church)		D and P = Observational (ice patterns) PR = Recreate patterns and textures (repeated patterns/borders)			
LET’S GO ON HOLIDAY		OUR WORLD		Structures All Around Us		THE BIG FREEZE	THE STORIES PEOPLE TELL	
FLOWERS & INSECTS		THE THINGS PEOPLE DO		CASTLES		TRANSPORT		
YR- Mark making, handling , feeling & manipulating different materials, experimental printing (e.g. hands in mud), become aware of artists & objects, identify & use different colours, use marks, lines, curves use a range of tools (e.g. brushes, sticks) create patterns ...	PR – Found objects -leaves etc (ARTIST – Orla Kiely) Creating and identifying in own environment T – Cut threads/materials – simple wool weaving – D and P = Observational - illustrating		C = Overlapping and overlaying 3D = Compare and recreate simple shapes – add texture D and P = Observational- uniforms and articles of clothing		D and P – Using line to depict and control when representing shapes (ARTIST – Paul Klee – “The Castle and the Sun”) – mixing colours – alter an artist’s image		D = Observational –developing line and tone(bike) P = Colour study (ARTIST Wassily Kandinsky – “Squares with Concentric Circles”) – mixing own colours- independent representation (build on artist knowledge from EYFS)	
	ALL ABOUT ME (All EYFS Children)		LET’S CELEBRATE/MY SPECIAL JOURNEYS/ARCTIC ANIMALS		PEOPLE IN OUR COMMUNITY/ OUR HOUSE/OUR HOMES	SCOTHERN & BEYOND/CASTLES & KNIGHTS/HOMES THROUGH HISTORY	AMAZING ANIMALS/PEOPLE WHO HELP US/ALL AROUND THE WORLD	ALL AROUND THE WORLD/MARVELLOUS MINIBEASTS/HAPPY HOLIDAYS
Yr R	Self portraits- enclosing lines ARTIST– Wassily Kandinsky		Firework/Poppy pictures- different textures ARTIST – Jackson Pollock		Artist stimulus artworks -Wax and wash ARTIST – Vincent Van Gogh	Flower drawings – observational work ARTIST – Claude Monet	Environmental (nature) artworks ARTIST – Andy Goldsworthy	Under water pictures – Colour mixing ARTIST – Henri Matisse
	YR- identify “likes” within their surroundings, use lines to represent objects, seen, remembered or imagined, identify primary colours – mix- identify secondary colours, become aware of form, feel, texture, pattern- cut, rip, scrunch materials, create patterns – random or organised, say what they like about their/ others artworks							
EYFS/KS1 processes/completed artworks, products- photographed – appear on display or taken home, shared and celebrated								