

The Arts



# Deanwood The Arts

Curriculum 2023-24



# Contents

What Is The Purpose Of <b>The Arts</b> Curriculum? .....	3
Deanwood School Values .....	3
How Do We Teach <b>Art &amp; Design</b> .....	4
Sketch Books .....	5
Use of visitors and experiences.....	5
Individuality & Creativity.....	5
Finished Products & Outcomes .....	5
How Do We Adapt Learning To Support Pupils In <b>Art &amp; Design</b> ?.....	6
Non-Negotiables that need to be in place in all lessons/classrooms when teaching history .....	6
Cognition and Learning .....	6
Communication and Interaction .....	6
Physical and sensory .....	7
Social Emotional and Mental Health.....	7
How Is <b>Art &amp; Design</b> Sequenced Throughout The School? .....	8
How is <b>Art &amp; Design</b> Sequenced Over The Year?.....	9
Substantive ( <i>Know...</i> ) & Disciplinary ( <i>Know how...</i> ) <b>Art &amp; Design</b> Knowledge.....	10
Year N .....	10
Year R.....	10
Year 1.....	11
Year 2.....	11
Year 3.....	12
Year 4.....	12
Year 5.....	13
Year 6.....	13
How Do We Assess In <b>Art &amp; Design</b> ? .....	14
Assessment Question 1. What do I need to teach? .....	14
Assessment Question 2. What do the pupils understand? .....	14
Assessment Question 3. What can the pupils apply? .....	14
What Are The End Points For Each Year In <b>Art &amp; Design</b> ? .....	15
End of Year Expectations in <b>Art &amp; Design</b> show pupils can .....	16

## What Is The Purpose Of **The Arts** Curriculum?

**The Arts aims to develop the highest forms of human creativity. We want to engage and challenge the children and encourage creativity, exploration and experimentation. We want them to recognise the impact The Arts have on our lives as well as grown in confidence in sharing their art work to others, to reflect, celebrate and value each other's progress.**

The Arts curriculum comprises of:

- Art & Design
- Music

### **Deanwood School Values**

Our Arts Curriculum underpins our school values in the follow way:

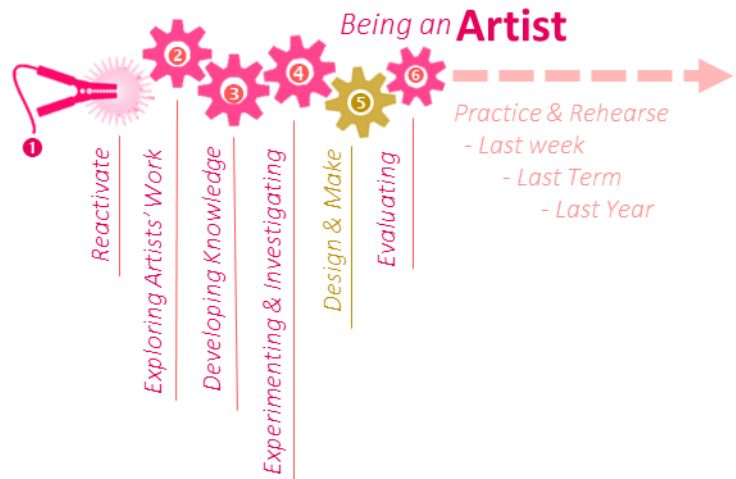
**Happy** The Children to see that artists that are confident musicians and creators, inspired by the works of significant composers, singers and artists of past and present eras.

**Successful** To enable the children to see themselves as artists - exploring and experimenting with media, resources, compositions, instrumentally and vocally, creating inspirational musical and artistic outcomes.

**Safe** Recognise that Art is personal and be able to take risks whilst implementing skills and knowledge through learning about The Arts.

# How Do We Teach Art & Design

The teaching of Art & Design need to follow the careful progression of knowledge. The teaching of Art needs to ensure that we develop the knowledge of techniques alongside encouraging individual's creativity and approach.



## 1. Reactivating prior learning

The pupil's need to be reminded of what they have previously learnt, especially when the learning is linked to a previous unit. This needs to be explicitly linked to the children and the first part of the unit will be recap and review to help them remember. Where they have their sketchbooks, they can look back and practice the skill which they have used.

## 2. Exploring Artists' Work

Each unit will have a linked artist which fits with the unit for the children. The children will explore the Artists work and at an age-appropriate level, they will evaluate and analysis their work – looking at the knowledge; techniques; materials and media used. This should be recorded in their sketchbooks so they can use this in later stages.

## 3. Developing Knowledge

The teacher will explicitly teach the substantive and disciplinary knowledge. There will be clear modelling of the approaches which the children aim to develop. This needs to be very clearly targeted with specific 'sticky knowledge' so the children know what they are learning and why. Where adult may not be confident in modelling, the use of videos; other adults and children can be used to support teachers modelling. The sketch-book will record these elements of knowledge development.

## 4. Exploring and Investigating

The pupils have the opportunities to explore and make choices about using the knowledge they have been developing. They will be allowed to express the knowledge learnt in their own way, exploring and expanding the techniques they have in their own unique way. Their sketchbooks need to be seen as their own creative space and for them to develop their own style and approach.

## 5. Design & Make Activity

Following the development and experimentation, the children are given a design & make activity for them to create their own piece of art-work linked to the design brief of the unit. Using their learning and sketch book, they will be able to plan and develop their own ideas which meet this brief and create their own final piece of art. The final piece does not need to be in the sketchbook as it may vary in size and form.

## 6. Evaluation

As part of the process, the final stage is for the children to evaluate their own and others' art work through verbal and written critique. This obviously can be carrying out throughout the process and not just left until the final piece.

## Sketch Books

All children should be taught how to collect ideas and experiment using a sketch book. These will allow children the opportunity to develop their skills.

## Use of visitors and experiences

Arts can be enriched by the use of experiences such as visits or visitors. We can use resources from visitors that all can access experiences which the children may not normally have access to. Teachers need to be active in the wider community by inviting artists and speakers to inspire the children.

## Individuality & Creativity

A core aspect of Art is expressing individuality and being creative. While we use others artwork and techniques as stimulus, the children own work needs to be individual to them and allow them to express themselves. Not all roses are red and therefore not all children's outcome should be the same.

## Finished Products & Outcomes

Children should always build up their skills and then be able to apply them to a final piece. Wherever this is possible, it should be shared or displayed in the school or at home so that others can enjoy their art.

When planning, teachers needs to be mindful of applying previously taught skills and incorporate these in their learning. The children main focus with you your Year group

# How Do We Adapt Learning To Support Pupils In Art & Design?

## Non-Negotiables that need to be in place in all lessons/classrooms when teaching history

1. Dual coded displays/resources available to all pupils
2. Ensure outcomes are either open ended or pupils have a choice of how to present their work within that objective
3. All pupils given a means of expressing their view and opinions whether written, recorded, drawn etc.

## Cognition and Learning

### Subject Challenges

Age appropriate content for all children in the class

Gaps in knowledge and understanding (Covid19)

Accessing learning due to poor literacy skills

Children may struggle to remember information/facts/previous learning

### Provision for SEND

Language key words displayed which uses dual coding to support understanding. Appropriate use of subject materials such as video's, songs used to enhance understanding of different languages and cultures.

Ensure previous terms learning objectives are revisited in language lessons

Use of shorter/less complex sentences in resources given  
Writing frames where possible  
Dual coding on display

Lots of retrieval opportunities and reinforcement  
Clear differentiation  
Apply new vocab into lots of different contexts – pre teaching vocab

## Communication and Interaction

### Subject Challenges

Expressing themselves – opinions using verbal communication

Language difficulties may make chn unable to access learning

### Provision for SEND

Providing flashcards (dual coded) for the children to point to., IT resources to support accessibility/alternative ways for children to record their ideas and opinions

Use of simple instructions – small steps  
Careful and appropriate modelling to support understanding  
Visual aids and dual coding  
Video's of examples and practice

## Physical and sensory

### Subject Challenges

Fine motor skills/physical difficulties

Tactile quality of materials

### Provision for SEND

Choosing appropriate resources and manipulatives for each individual child's need.

Provide additional ways to record info(video/ICT etc)

Ensure any sensory difficulties are considered at the point of planning

## Social Emotional and Mental Health

### Subject Challenges

Low self-esteem in art abilities

Social difficulties – may struggle with group work

### Provision for SEND

Showcase different artists' work and a focus on the creation process rather than on the end result.

Teachers languages – that we are all artists.

Open ended learning objectives – the skill not the artwork.  
Pre-teach key information so they feel prepared for the lesson and can be an 'expert'

Carefully consider seating/buddy system, ensure those who need additional adult support have access to this particularly at the start  
Provide clear, specific instructions and outline expectations

## How Is **Art & Design** Sequenced Throughout The School?

The Art & Design knowledge for the pupil is sequenced to build up not only in year but also in three key themes over each year.



### Drawing & Sketching



### Painting & Printing



### 3-D Sculpture

	Key Theme 1 <b>Drawing &amp; Sketching</b>	Key Theme 2 <b>Painting &amp; Printing</b>	Key Theme 3 <b>3-D Sculpture</b>
<b>N</b>	<b>Mark Making</b>	<b>Paint and Printing</b>	<b>Seasonal Craft</b>
<b>R</b>	<b>Marvellous Marks</b> Exploring mark making through different materials.	<b>Paint my world</b> Exploring paint and painting techniques through nature, music and collaborative work.	<b>Creation Station</b> Exploring the sculpture qualities of malleable materials and natural objects.
<b>1</b>	<b>Make Your Mark</b> Exploring Mark Making and Line	<b>Colour Splash</b> Exploring colour mixing through paint play.	<b>Paper Play</b> Sculpture and diorama
<b>2</b>	<b>Tell a Story</b> Using story book illustration.	<b>Life In Colour</b> Painting and Mixed Media	<b>Clay Houses</b> Natural objects
<b>3</b>	<b>Growing Artists</b> Botanical Inspired drawings.	<b>Prehistoric Painting</b> Experimenting with natural materials to make paint.	<b>Abstract Shape &amp; Space</b> Use of shapes and negative space can be used to create 3D sculptures.
<b>4</b>	<b>Power Prints</b> Using mechanical engravings to develop into a print.	<b>Light &amp; Dark</b> Developing skills in colour mixing to create a 3D effect.	<b>Ancient Egyptian Scrolls</b> Taking Inspiration from Ancient Egyptian Art.
<b>5</b>	<b>I Need Space</b> Exploring purpose and impact of the space race era.	<b>Make My Voice Heard</b> Exploring imaginary, symbols and expressive mark making.	<b>Architecture</b> Exploring Architectural elements.
<b>6</b>	<b>Portraits</b> Exploring self portraits.	<b>Artists Study</b> Looking at World War artists and capturing the conflict.	<b>Photo Opportunities</b> Developing Photography skills and techniques.



## How is Art & Design Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
<b>N</b>	Mark Making   Paint and Printing   Seasonal Craft					
<b>R</b>	Marvellous Marks   Paint my world   Creation Station					
<b>1</b>	Make Your Mark	Colour Splash	Paper Play			
<b>2</b>	Tell A Story	Clay Houses				Life In Colour
<b>3</b>	Cave Art	Abstract Shape & Space		Growing Artists		
<b>4</b>		Ancient Egyptian Scrolls		Power Prints		Light & Dark
<b>5</b>	Architecture		I Need Space	Make My Voice Heard		
<b>6</b>	Self Portraits			Artist Study: WW2		Photograph Opportunities

# Substantive (*Know...*) & Disciplinary (*Know how...*) Art & Design Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

## Year N

### A.N.1. Artists, designers & architects

- i. Talk about painting and art including colours, materials, shapes and objects they can see

Vocabulary  
?

### A.N.2. Drawing & Sketching

#### Line & Shape

- i. Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- ii. Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- iii. Use drawing to represent ideas like movement or loud noises.
- iv. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Vocabulary  
?

### A.N.3. Painting & Printing ?

- i. Explore colour and colour mixing.
- ii. Show different emotions in their drawings – happiness, sadness, fear, etc

Vocabulary  
?

### A.N.4. 3-D Form

#### Shape, Form & Space

- i. Explore using a variety of ways to join materials, such as glue/cello tape
- ii. Select tools and materials appropriate to the task.

Vocabulary  
?

### A.N.5. Evaluating own and others work

- i. To share their work and speak about what they have made.

Vocabulary  
?

Linked Texts  
???

## Year R

### A.R.1. Artists, designers & architects

- i. Talk about the artists effects they can see if the artist's work.

Vocabulary  
?

### A.R.2. Drawing & Sketching

#### Line & Shape

- i. Develops a range of mark making with different materials.
- ii. Draw objects with a greater awareness of proportion and position.

Vocabulary  
?

### A.R.3. Painting & Printing ?

- i. Experiment with colours in mixing and exploring what colours they make.
- ii. Match colours to what they see.

Vocabulary  
?

### A.R.4. 3-D Form

#### Shape, Form & Space

- i. Experiment with a variety of ways to join materials
- ii. Select tools and techniques needed to assemble and join materials

Vocabulary  
?

### A.R.5. Evaluating own and others work

- i. Talk about their own work openly and what they like and what they want to do next.

Vocabulary  
?

Linked Texts  
???

## Year 1

### National Curriculum - Art. Artists & Designers

d. 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.

#### Art.1.1. Knowledge of Artists

- i. Describe similarities and differences between practices in Art and design, e.g. between painting and sculpture, and link these to their own work.
- ii. Understand how artists choose materials based on their properties in order to achieve certain effects.
- iii. Know the works of ????

#### Vocabulary

?

### National Curriculum - Art. Developing Knowledge

a. to use a range of materials creatively to design and make products

#### Art.1.2. Generating ideas

- i. Explore their own ideas using a range of media.

### National Curriculum - Art. Developing Knowledge

b. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  
c. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

#### Art.1.3. Drawing & Sketching

##### Shape

- i. A range of 2D shapes and confidently draw these.
- ii. Paper can be shaped by cutting and folding it.

##### Line

- iii. That a continuous line drawing is a drawing with one unbroken line.
- iv. Drawing tools can be used in a variety of ways to create different lines.
- v. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend
- vi. Lines can represent movement in drawings.

##### Pattern

- vii. That a pattern is a design in which shapes, colours or lines are repeated.

##### Texture

- viii. That texture means 'what something feels like'.
- ix. Different marks can be used to represent the textures of objects.
- x. Different drawing tools make different marks.

#### Vocabulary

??

#### Art.1.4. Painting & Printing

##### Shape

- i. Print with objects, applying a suitable layer of paint to the printing surface.

##### Colour

- i. That the primary colours are red, yellow and blue.
- ii. Primary colours can be mixed to make secondary colour
- iii. Choose suitable sized paint brushes.
- iv. Clean a paintbrush to change colours.
- v. Overlap paint to mix new colours.

##### Tone

- xi. That there are many different shades (or 'hues') of the same colour.
- xii. Changing the amount of the primary colours mixed affects the shade of the secondary colour produced.
- xiii. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour

#### Vocabulary

?

#### Art.1.5. Sculpture & 3-D

##### Form

- i. Paper can change from 2D to 3D by folding, rolling and scrunching it.
- ii. That three dimensional art is called sculpture.
- iii. Cut and glue paper to make 3D structures deciding the best way to glue something.
- iv. Create a variety of shapes in paper, eg spiral, zig-zag.

#### Vocabulary

?

### National Curriculum - Art. Evaluating own and others work

#### Art.1.6. Evaluating own and others work

- i. Describe and compare features of their own and others' artwork.
- ii. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.

##### Use of Sketchbooks

- iii. Use sketchbooks to explore ideas.

#### Vocabulary

?

#### Linked Texts

???

## Year 2

#### A.2.1. Knowledge of Artists

- i. Talk about art they have seen using some appropriate subject vocabulary.
- ii. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect
- iii. Know the works of ????

#### Vocabulary

?

#### Art.2.2. Generating ideas

- i. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.

#### Art.2.3. Drawing & Sketching

##### Shape

- i. That 'composition' means how things are arranged on the page.
- ii. Collage materials can be shaped to represent shapes in an image.
- iii. Shapes can be organic (natural) and irregular.
- iv. Patterns can be made using shapes

##### Line

- v. Lines can be used to fill shapes, to make outlines and to add detail or pattern.
- vi. That a combination of materials can achieve the desired effect.
- vii. That charcoal is made from burning wood.

##### Pattern

- viii. Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.
- ix. Patterns can be used to add detail to an artwork

##### Texture

- x. Collage materials can be chosen to represent real-life textures.
- xi. Collage materials can be overlapped and overlaid to add texture.
- xii. Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

#### Vocabulary

??

#### Art.2.4. Painting & Printing

##### Shape

i.

##### Colour

- i. Colours can be mixed to 'match' real life objects or to create things from your imagination

##### Tone

- ii. Different amounts of paint and water can be used to mix hues of secondary colours (statement also included under 'Colour').

##### Texture

- iii. Painting tools can create varied textures in pain

#### Vocabulary

?

#### Art .2.5. Sculpture & 3-D

##### Form

- i. Pieces of clay can be joined using the 'scratch and slip' technique.
- ii. A clay surface can be decorated by pressing into it or by joining pieces on

#### Vocabulary

?

#### Art.2.6. Evaluating own and others work

- i. Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.
- ii. Begin to talk about how they could improve their own work.
- iii. Talk about how art is made.

##### Use of Sketchbooks

- iv. Experiment in sketchbooks, using drawing to record ideas.
- v. Use sketchbooks to help make decisions about what to try out next.

#### Vocabulary

?

# Substantive (*Know...*) & Disciplinary (*Know how...*) Art & Design Knowledge

Assessment Question 1. What do I need to teach? Assessment Question 2. What do the pupils understand?

## Year 3

National Curriculum - Art. Artists, designers & architects  
c. about great artists, architects and designers in history

### Art.3.1. Other Artists

- i. Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence
- ii. work, understanding how artists consider their viewer and the impact on them.
- iii. Know the works of ???

Vocabulary  
?

National Curriculum - Art. Developing Knowledge

b. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Art.3.2. Generating Ideas

- i. Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.

### Art.3.3. Drawing & Sketching

#### Shape

- i. Negative shapes show the space around and between objects.
- ii. Artists can focus on shapes when making abstract art.

#### Line

- iii. Using different tools or using the same tool in different ways can create different types of lines.
- iv. Shading helps make drawn objects look realistic.
- v. Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps
- vi. Shading is used to create different tones in an artwork and can include hatching and scribbling.

#### Pattern

- vii. Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin).
- viii. Surface rubbings can be used to add or make patterns.

#### Texture

- ix. Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Vocabulary  
??

### Art.3.4. Painting & Printing

#### Shape

- i. Using light and dark colours next to each other creates contrast.
- ii. Paint colours can be mixed using natural substances and that prehistoric peoples used these paints.

#### Colour

- iii. Using light and dark colours next to each other creates contrast.
- iv. Paint colours can be mixed using natural substances and that prehistoric peoples used these paints.

#### Tone

- v. That 'tone' in art means 'light and dark'.
- vi. How to use stippling to create tone.

Vocabulary  
?

### Art.3.5. Sculpture & 3-D

#### Form

- i. Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- ii. Organic forms can be abstract.

Vocabulary  
?

National Curriculum - Art. Evaluating own and others work

a. to create sketch books to record their observations and use them to review and revisit ideas

### Art.3.6. Evaluating own and others work

- i. Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.
- ii. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.

#### Use of Sketchbooks

- iii. Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.

Vocabulary  
?

Linked Texts  
???

## Year 4

### Art.4.1. Other Artists

- i. Use subject vocabulary confidently to describe and compare creative works.
- ii. Understand how artists use art to convey messages through the choices they make.
- iii. Work as a professional designer does, by collating ideas to generate a theme.
- iv. Know the works of ???

Vocabulary  
?

### Art.4.2. Generating Ideas

- i. Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.

### Art.4.3. Drawing & Sketching

#### Shape

- i. How to use basic shapes to form more complex shapes and patterns.

#### Line

- iii. Lines can be lighter or darker, or thicker or thinner
- iv. Lines can add expression or movement to a drawing.
- iv. Shading can be achieved through cross-hatching.

#### Pattern

- v. Patterns can be irregular, and change in ways you wouldn't expect.
- vi. The starting point for a repeating pattern is called a motif
- vii. A motif can be arranged in different ways to make varied patterns.

#### Texture

- viii. How to use texture more purposely to achieve a specific effect or to replicate a natural surface.

Vocabulary  
??

### Art.4.4. Painting & Printing

#### Shape

- i. How to block out basic shapes before applying colour, texture and tone.

#### Colour

- ii. Adding black to a colour creates a shade.
- iii. Adding white to a colour creates a tint.

#### Tone

- iv. Using lighter and darker tints and shades of a colour can create a 3D effect.
- v. Tone can be used to create contrast in an artwork.

Vocabulary  
?

### Art .4.5. Sculpture & 3-D

#### Form

- i. Simple 3D forms can be made by creating layers, by folding and rolling materials.
- ii. Pieces of clay can be joined using the 'scratch and slip' technique.
- iii. A clay surface can be decorated by pressing into it or by joining pieces on

Vocabulary  
?

### Art.4.6. Evaluating own and others work

- i. Use more complex vocabulary when discussing their own and others' art.
- ii. Discuss art considering how it can affect the lives of the viewers or users of the piece.
- iii. Evaluate their work more regularly and independently during the planning and making process.

#### Use of Sketchbooks

- iv. Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.

Vocabulary  
?

Linked Texts  
???

## Year 5

National Curriculum - Art. Artists, designers & architects  
c. about great artists, architects and designers in history

### Art.5.1. Other Artists

- i. Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- ii. Discuss how artists create work with the intent to create an impact on the viewer.
- iii. Consider what choices can be made in their own work to impact their viewer.
- iv. Know the works of ???

#### Vocabulary

?

National Curriculum - Art. Developing Knowledge

b. to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### Art.5.2. Generating Ideas

- i. Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.

### Art.5.3. Drawing & Sketching

#### Shape

- i. Draw the same image in different ways with different materials and techniques.

#### Line

- ii. Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.

#### Pattern

- iii. Artists create pattern to add expressive detail to art works

#### Texture

- iv. How to create texture of different materials.

#### Vocabulary

?

### Art.5.4. Painting & Printing

#### Shape

- i. Shapes can be used to place the key elements in a composition.

#### Colour

- ii. Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.

#### Tone

- iii. Tone can help show the foreground and background in an artwork.

#### Vocabulary

?

### Art.5.5. 3-D Form

#### Form

- i. An art installation is often a room or environment in which the viewer 'experiences' the art all around them.
- ii. The size and scale of three-dimensional artwork changes the effect of the piece.

#### Vocabulary

?

National Curriculum - Art. Evaluating own and others work

a. to create sketch books to record their observations and use them to review and revisit ideas

### Art.5.6. Evaluating own and others work

- i. Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.
- ii. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas
- iii. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

#### Use of Sketchbooks

- iv. Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.

#### Vocabulary

?

#### Linked Texts

???

## Year 6

### Art.6.1. Other Artists

- i. Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
- ii. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
- iii. Know the works of ???

#### Vocabulary

?

### Art.6.2. Generating Ideas

- i. Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.

### Art.6.3. Drawing & Sketching

#### Shape

- i. Know how Effects different materials make.
- ii. The effects created when drawing into different surfaces

#### Line

- iii. How line is used beyond drawing and can be applied to other art forms – such as photography and using objects to create line to draw the eye to a certain point.

#### Pattern

- iv. Pattern can be created in many different ways, *eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.*

#### Texture

- v. The surface textures created by different materials can help suggest form in two-dimensional art work.

#### Vocabulary

?

### Art.6.4. Painting & Printing

#### Shape

- i. How an understanding of shape and space can support creating effective composition.

#### Colour

- ii. A 'monochromatic' artwork uses tints and shades of just one colour.
- iii. Colours can be symbolic and have meanings that vary according to your culture or background, *eg red for danger or for celebration.*
- iv. Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.

#### Tone

- v. That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

#### Vocabulary

?

### Art.6.5. 3-D Form

#### Form

- i. ?

#### Vocabulary

?

### Art.6.6. Evaluating own and others work

- i. Give reasoned evaluations of their own and others' work which takes account of context and intention.
- ii. Discuss how art is sometimes used to communicate social, political, or environmental views.
- iii. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
- iv. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

#### Use of Sketchbooks

- v. Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

#### Vocabulary

?

#### Linked Texts

???

## How Do We Assess In **Art & Design**?

### **Assessment Question 1. What do I need to teach?**

#### **Curriculum Overview**

The previous years knowledge is outlined in this Curriculum Booklet. We look back at the units in the themes and so they are able to see the previous learning.

#### **Previous Learning**

Staff are able to look at the pupils' books and the Assessment information in Arbor to see which children had met the expected standard and which would need additional support.

### **Assessment Question 2. What do the pupils understand?**

#### **Use of Questioning**

Use of questioning to check whole class understanding - Avoiding closed questions

- Probing questions – finding out what the child and unpicking their thoughts
- Prompting questions – help direct pupils and draw attention to specific aspects
- Promoting questions – open ended sparking discussion and allow to explore and deepen thinking

#### **Live Feedback**

All staff give in the moment marking/feedback is in the lesson when working with the child.

Whole Class Feedback sheets are used to track the pupils who require more support in the later sessions.

#### **Marking and moving on comments**

Marking and moving on comments in books – time given for children to respond (*Adults use a coloured pen, children respond in purple*).

#### **Mini- Quizzes**

Adults will use mini-quizzes at the end of a lesson or in a mini-plenary. These will be verbal or physically moving such as 'true or false' or 'point to the answer'

#### **Key Performance Indicators**

The staff will use the KPIs to ensure that the key Sticky

### **Assessment Question 3. What can the pupils apply?**

#### **End Unit Assessment**

At the end of the unit, the pupils will be set a task to apply their knowledge from the unit, such as taking part in a min game, tournament or a performance in line with the theme of the topic. The task will allow them to show the key knowledge which the children can apply. Staff will use the Key Performance Indicators (*KPI*) to assess the task and to The KPIs will be used to inform planning and future learning.

# What Are The End Points For Each Year In **Art & Design**?

*Assessment Question 3. What can the pupils apply?*

	???	???	???	???
N				
R			R.1.	R.2.
1	1.1.	1.2.		1.3.
2	2.1.	2.2.	2.3.	2.4.
3	3.1.	3.2.	3.3.	3.4.
4	4.1.	4.2.		
5				
6				

End of Year Expectations in **Art & Design** show pupils can  
*Assessment Question 3. What can the pupils apply?*

	Other Artists	Techniques	Disciplinary knowledge	Evaluating
<b>N</b>				
<b>R</b>			K.3.	K.4.
<b>1</b>	1.a.	1.b.		1.b.
<b>2</b>	2.b.	2.b.	2.f.	2.b.
<b>3</b>	3.b.	3.b.	3.f.	3.b.
<b>4</b>	4.a.	4.a.		
<b>5</b>				
<b>6</b>				