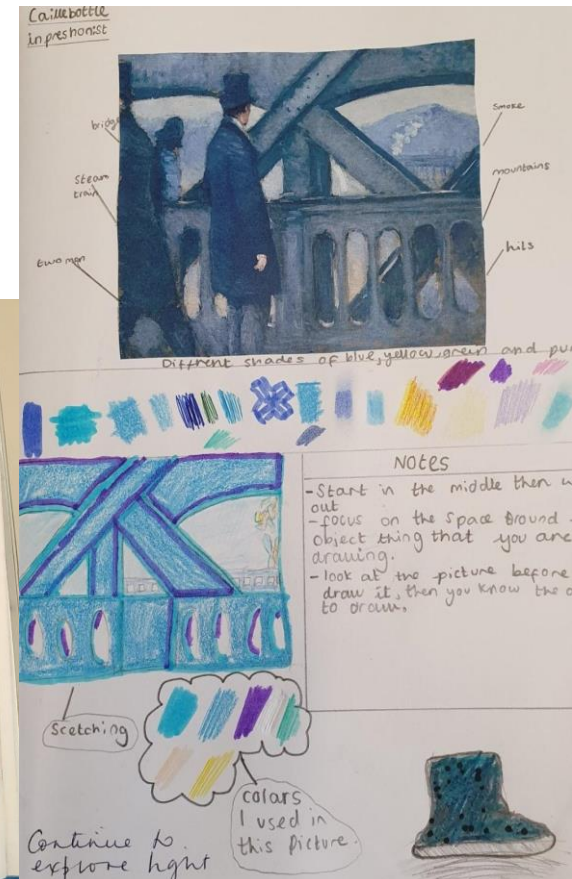
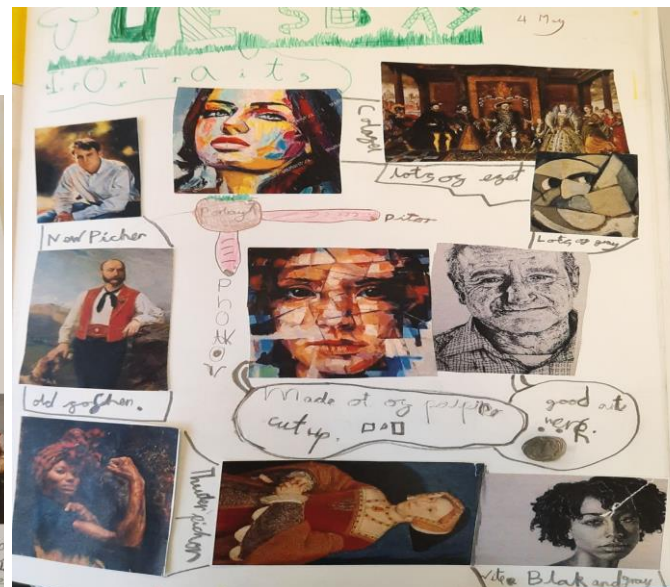
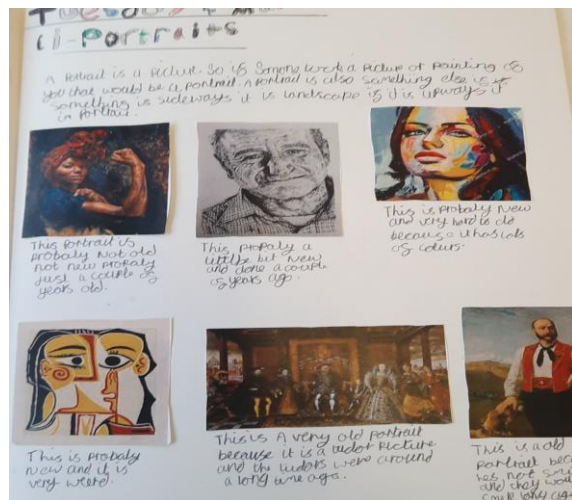


Art and Design – 2023-2024

All art units should:

- **start with a vision board – across 2 pages of the book.**



- children should practise the techniques of the artist
- the end result should be of their choice, using techniques taught, but their chosen style
- Art work is to be evidenced in personal Sketchbooks

Each lesson needs to start with a 60 second game or 2.

Each term, sketching should be taught approx 20 mins a week – this can be a YouTube video aimed on sketching techniques.

Year 3 Art and Design Progression of Skills and Knowledge

Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art and design techniques	Drawing	Skill & Control	Identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. They further practice; shading tones with few gaps, that are neat to the edges. They can more effectively blend shading and can rub out rough edges or refine them. Pupils develop their confidence making marks & lines to describe a wide range of surfaces, textures & forms.
		Medium	Pupils work in a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils, felt pens, biro, drawing ink and pastels. They know the differences and similarities between these materials and select which one is most suitable for the task they need.
		Purpose	Record experiences such as trips and experiences or to describe sequences of events. Describe, copy and imagine how things might have looked in the past or in another place or culture. Draw things they can see (from nature, their environment, still life or from photos they have taken)
	Painting & Mixed Media	Skill & Control	Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. They know and have used different types of paint and painting surfaces, they can identify different paintbrushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.
		Techniques	Learn how to paint with expression by combining traditional painting methods with unorthodox and unusual tools and techniques (such as rags, sticks, fabrics, sponges etc.)
		Formal Elements	Colour: Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas. Tone/Form: Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting. Line/Shape: Painting with line for expression and to define detail. Pattern/Texture: Create more complex patterns and textures.
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.	
	Other materials	Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision. 3D sculpture They should design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.	

		Craft: Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.
Creativity Explore ideas, invent, imagine, problem solve	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
	Develop Ideas	Make art for expression, imagination, and pleasure. Work from memory or imagination to reimagine what they know.
Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	Study significant works of art, craft, design or architecture and give personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
Reflection (Which leads to personal development) Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	Pupils should verbally describe their work and the work of others, describing the formal elements of colour, line, shapes, textures and patterns. They should develop skills in orally describing their thoughts, ideas and intentions.
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to do to improve and that all artists do this.

	Drawing <i>Drawings of flowers inspired by Georgia O'Keefe, Beatrix Potter, Akiko Sato (BAME) (Links to Science)</i> Learning Objectives for the unit	Sculpture and Painting <i>3D Portraits of a pharaoh, inspired by Thutmose's Bust of Nefertiti (link to Ancient Egyptians), Frédéric Auguste Bartholdi Statue of liberty use of objects, newspaper, wire (to make armature) and modroc/clay</i>	Drawing and Mono-printing <i>Landscape print of Brazil/Brazilian Flag, different colours, inspired by Hercules</i>

- To learn about significant artists and their work
- Can comment on ideas, methods, mediums and approaches in art of famous artists
- To develop drawing skills
- To study and explore an artist's techniques using a range of media
- To draw what I can see (inspired by Georgia O'keefe) – Still life
- To explore our ideas
- To discuss our work and suggest improvements

Learning Objectives for the unit

- To learn about significant artists and their work
- Can comment on ideas, methods, mediums and approaches in art of famous artists
- To create sketches to record their observations and use them to review and revisit ideas
- To explore their own ideas
- To use visual and other information to inspire their work
- To shape, form, model and construct from observation
- Experiment with surface patterns and textures.
- To develop painting skills and control
- To discuss our work and suggest improvements

Seghers, Pierre Bonnard, Pablo Picasso:



Learning Objectives for the unit:

- To learn about significant artists and their work
- Can comment on ideas, methods, mediums and approaches in art of famous artists
- To develop printing skills
- To study and explore an artist's techniques using a range of media
- To draw what I can see


			<ul style="list-style-type: none"> • To explore our ideas • To discuss our work and suggest improvements
Cross Curricular Art and Design Opportunities	Cave paintings: Paint or Pastel/chalk. Make paint and explore unorthodox tools and techniques Jewellery Making: Egyptian jewellery, Death Mask Mosaics Miniature Roman Shields Internet Safety Poster (Cross-Curricular Computing and PSHE) - Digital Spirited Arts (Cross-Curricular RE) – Collage		

Year 4 Art and Design Progression of Skills and Knowledge

Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art and design techniques	Drawing	Skill & Control	Develop ability to accurately identify and render 2D & 3D geometric shapes when drawing from observation or second-hand sources, becoming aware of proportion, scale, and order. Make progress in controlling line & shading with graphite, chalks, and charcoal to describe shape, form and light and shade. Practice drawing quick, light lines (sketching) & more deliberate, measured lines. Learn different styles of drawing; Graphic (cartoon, graffiti, caricatures etc.) Realistic (portrait, still life etc.) Abstract (fine art, emotions)
		Medium	Make drawings and experiment through mark making using pencils hard and soft, crayons, felt-tips, charcoal and chalk, digital means, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape.
		Purpose	Visualise their thoughts, feelings & memories or to express experiences they have had. Describe, copy and imagine other places, cultures and peoples past and present. Draw things they can see and (from nature, their environment, still life or photos they have taken)
	Painting & Mixed Media	Skill & Control	Use paint with sensitivity & control, more accurately applying appropriate amounts of paint to the surface. Use different types of paint such as poster paint, powder, watercolour, or acrylic for example. Know when to use these paints & name some of their properties.
		Techniques	Experiment with colour, texture, line, shape & composition to create express purpose, mood and feelings when painting.
		Formal Elements	Colour: Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.

		<p>Tone/Form: Pupils paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.</p> <p>Line/Shape: Use line with greater confidence to highlight form and shape.</p> <p>Pattern/Texture: Use pattern & texture for desired effects and decoration or more expressive, learning to manipulate light and shade for dramatic effect.</p>
	Design	Design and make art for different purposes, such as stage sets, fashion, cars, inventions, puppets, toys, books, games etc. and see clear links to how this works in the creative industries.
	Other materials	<p>Printing Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns. They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>3D sculpture Design and make Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard. They are more confident at modelling materials, they work safely and sensibly, persevering when the work is challenging.</p> <p>Digital: Pupils have opportunities to make art using digital means; drawing & painting programmes, vector drawing, photo manipulation.</p> <p>Craft: Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.</p>
Creativity Explore ideas, invent, imagine, problem solve	Sketchbooks	Sketchbooks are used to practice and try out ideas & techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.so their sketchbook becomes a very personal space.
	Experiences, Imagination	They might make art from things they can see from observation; their environment, photographs etc. then translate them into new materials.
	Develop Ideas	Make art for expression, imagination, and pleasure. Develop initial ideas into final work adapting work as it progresses.
Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	Study significant works of art, craft, design and architecture and give more complex personal oral opinions about it. How has the artist produced this work? What was the background to the art? Who made, where were they from? Why was it made? Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Study how other artists' make art, including the work of other peoples and cultures, past and present. Look at art for pleasure and purpose, talk about why they like it, developing their use of the language of art (formal elements).
Reflection	Increasing understanding of purpose &	Orally describe their work and the work of others, describing the formal elements of colour, line,

(Which leads to personal development) Evaluate and Analyse own & others work	intention for art	
	Awareness of choices & decisions	Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses evaluation to understand what they need to improve and that all artists do this.

	<p>Painting Links to water in art how rivers are painted/ portrayed in different art styles Monet, Cezanne, Seurat, Shane Record (see attached #10)</p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • To learn about significant artists and their work • Can comment on ideas, methods, mediums and approaches in art of famous artists • Can create sketch books to record their observations and use them to review and revisit ideas • Colour mixing and matching, tint, tone, shade with increasing accuracy (not primary and secondary colours) 	<p>Drawing <i>Link to illustrations in ‘Wolves in Walls’ Dave McKean, Into The Forest Anthony Browne, Quentin Blake</i> Rainforest Sketching: Henri Rousseau, John Dyer (https://www.youtube.com/watch?v=2s4hQM_cjcs https://www.youtube.com/watch?v=kKhNPKTBXSY&ab_channel=RainbowParrotArt https://www.youtube.com/watch?v=MUnifhPrzYE&ab_channel=FlyingPigArt https://www.youtube.com/watch?v=BmLLuHINRsM&ab_channel=Mr.B)</p> 	<p>Sculpture Greek pottery plate/vase – Euthymides, Exekias, Nikosthenes</p> <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • To learn about significant artists and their work • Can comment on ideas, methods, mediums and approaches in art of famous artists • Can shape, form, model and construct from materials • Can create a 3D form from clay • Can use surface patterns / textures to add detail • Can use a Sketch book to record their observations and use them to review and revisit ideas • Can explore their own ideas

this should have been covered in previous years)

- Can practice different painting skills and understand how the techniques are created
- Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.
- Show the effect of light on objects from different directions.
- Understand relationship and use hot and cold colours
- Can adapt and improve their own work to realise their own intentions.
- Can confidently work from direct observation



Learning Objectives for the unit

- To learn about significant artists and their work
- Can comment on ideas, methods, mediums and approaches in art of famous artists
 - Can draw whole sketches with detail
 - Begin to draw whole people/animals including proportion and placement
 - Can confidently work from imagination.
 - Understand how shading can create effect
 - Can solidify infill shapes with coloured pencils and can produce a range of tones with each.
 - Can express different feelings through drawing.

Discuss moods/ feelings the Bankys pictures create. Why do they think he creates them on buildings?

- Can use visual and other information for their work

Cross Curricular Art and Design Opportunities	Spirited Arts (Cross Curricular RE) – Collage		

Year 5 Art and Design Progression of Skills and Knowledge

Making Skills (Procedural Knowledge) Become proficient in drawing, painting, sculpture and other art and design techniques	Drawing	Skill & Control	Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects. Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.
		Medium	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.
		Purpose	Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.
	Painting & Mixed Media	Skill & Control	Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.
		Techniques	They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
		Formal Elements	Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.

			<p>Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p>Line/Shape: Uses line or shape to create original compositions.</p> <p>Pattern Texture: Uses pattern & texture for purposeful effect.</p>
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.	
	Other Materials	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
Creativity Explore ideas, invent, imagine, problem solve	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.	
	Experiences, Imagination	Take risks when trying out materials, investigate and explore the properties of materials.	
	Develop Ideas	Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	
Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	Study significant works of art using the following method: <ul style="list-style-type: none"> • <i>Content</i> – Describe the art. Social, historical factors affect the work. • <i>Process</i> – When & how made? What materials & techniques are used? • <i>Formal elements</i> – line, tone, colour, shape, form, comp, pattern, texture. • <i>Mood</i> – what emotions does the work convey? <p>Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.</p>	
Reflection (Which leads to personal development) Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.	
	Awareness of choices & decisions	Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.	

	<p>Sculpture Papier Mache - https://www.youtube.com/watch?v=ywViyxgbPUg&ab_channel=UltimatePaperMache Artists TBC – Roberto Benavidez, Adam Frezza, Terri Chiao https://www.paper-art-gallery.com/en/directory-of-paper-s-arts-artists/138-papier-mache Output possibilities: No Latex, Balloons or Glue – papier mache flour glue recipe: https://www.familycookbookproject.com/recipe/2420767/paper-mache-glue.html Space, rockets/part of a planet/made up world or Animals found in European regions (GEOG) Use cardboard, objects, newspaper, wire (for armature) and cover using papier mache Learning Objectives for the term.</p> <ul style="list-style-type: none"> • To learn about significant artists and their work • Can comment on ideas, methods, mediums and approaches in art of famous artists <ul style="list-style-type: none"> • Can use cardboard and newspaper to shape a 3D form • Can use materials to cover an armature • Is able to produce more intricate patterns and textures. • Can work directly from imagination with confidence. • Is able to take into account the properties of media being 	<p>Drawing Figures/ Portraits Tudor portraits - Hans Holbein the Younger, Marcus Gheeraerts Portraits for inspiration: Vincent Van Gogh, Leonardo Da Vinci, Johannes Vermeer, Pablo Picasso, Paul Gauguin, Salvador Dali</p> <p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • To learn about significant artists and their work • Can comment on ideas, methods, mediums and approaches in art of famous artists • Can create sketch books to record their observations and use them to review and revisit ideas • Can confidently use a range of pencil (including different grades of pencil for effect). • Can begin to create depth in a composition through the use of very simple perspective. • Can draw the layout of the face and figure in proportion. • Can experiment with shading techniques (light/dark – pencil) to create mood and feeling. • Can comment on ideas, methods and approaches in their own work and the work of others. • Can adapt and improve their own work to realise their own intentions. 	<p>Printing/ Pattern e.g. development of the printing press, using Styrofoam, lino prints (See attached #11) Artist ideas: https://www.edinburghart.com/relief-printing-special/ https://theartofeducation.edu/2020/10/05/october-9-printmakers-to-inspire-learning/ Output ideas: Landscape of erupting volcano, European landscape... Styro foam printing- block or relief printing in variety of different colours</p> <p>Learning Objectives for the term.</p> <ul style="list-style-type: none"> • To learn about significant artists and their work • Can comment on ideas, methods, mediums and approaches in art of famous artists • Can create sketch books to record their observations and use them to review and revisit ideas • Can comment on ideas, methods and approaches in their own work and the work of others. • Can relate ideas, methods and approaches to

	<p>used and use appropriate media for a specific purpose</p> <ul style="list-style-type: none"> • Can draw the layout of the figure in motion, can show emotion in sketches. • Can consider scale and proportion in compositions • Can use a sketch book to explore ideas and revisit previous ideas • Can collect source material to help experiment and plan future work • Can look at and talk about the work of other artists. • Can adapt and refine their work to reflect and their view of its purpose and meaning. 		<p>context in which a work was created.</p> <ul style="list-style-type: none"> • Can adapt and improve their own work to realise their own intentions. • Can modify and adapt print as work progresses. • Can make a two colour print and begins to experiment with additional colours. • Create abstract pattern to reflect personal experiences • Create pattern for a purpose.
Cross Curricular Art and Design Opportunities	Spirited Arts (Cross Curricular RE) –		


Year 6 Art and Design Progression of Skills and Knowledge

Making Skills (Procedural Knowledge)	Drawing	Skill & Control	<p>Can draw with an increasingly confident awareness of the 2D and 3D geometric forms that comprise forms and objects.</p> <p>Can draw lines, shapes, and forms neatly and evenly with more confidence, blending tones from light to dark smoothly. They control the amount of force and pressure when drawing to understand the difference between sketching and rendering more deliberate marks. Awareness of various mark making techniques for purpose & intention.</p>
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Become proficient in drawing, painting, sculpture and other art and design techniques		Medium	Independently select appropriate media for expression and purpose, taking risks and experimenting with drawing media that are harder to control, such as pieces of card, straws, sticks, and perishable items to create more expression with drawing.
		Purpose	Draw for a range of purposes, thinking, designing, creating, realising, imagining. Learn that we all draw differently, and that realism is only one form of drawing. Find and know artists' drawings they like, appreciate and admire to influence their own drawing style.
	Painting & Mixed Media	Skill & Control	Pupils know and care for painting equipment. Develop skills to paint neatly and carefully, without leaving gaps or messy edges, yet they paint in a more creative style when the painting demands. They should learn how to control the amount of paint they need to use and/or use water to preserve finer details.
		Techniques	They know different types of paint and when to use them, such as what paint to use for painting models and which to use for landscapes. They experiment with expressive painting techniques such as brush use, applying & combining media, adding things to paint etc.
		Formal Elements	<p>Colour: Develops ability to control colour when painting; for blending, reducing hue and improving the translucency of colour. Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Tone/ Form: Pupils learn how to represent form with increasing sophistication, learning that darker and lighter colours can be added to create tints and shades instead of black and white.</p> <p>Line/Shape: Uses line or shape to create original compositions.</p> <p>Pattern Texture: Uses pattern & texture for purposeful effect.</p>
	Design	Have opportunities to design and make art for different purposes, such as buildings, magazines, logos, digital media, textiles, fashion, and interior design and see clear links to how this works in the creative industries.	
	Other Materials	Pupils gain experience in using collage as an art form, they might explore crafts such as embroidery, sewing, knitting, felt, weaving, jewellery, batik, modelling etc.	
Creativity Explore ideas, invent, imagine, problem solve	Sketchbooks	Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping. Sketchbooks are used to practice and try out ideas & techniques. Record observations & research of artists and themes. Use a sketchbook for pleasure, recording, ideas & expression so their sketchbook becomes a very personal space.	
	Experiences, Imagination	Take risks when trying out materials, investigate and explore the properties of materials.	
	Develop Ideas	Produce original, unique art in response to similar starting points with increasing autonomy over choice and decision making.	

Knowledge (Factual) Learn great Artists, Craft & Design Learn how artists use formal elements	Learn about artists, craftspeople, architects, & designers	Study significant works of art using the following method: <ul style="list-style-type: none"> • Content – Describe the art. Social, historical factors affect the work. • Process – When & how made? What materials & techniques are used? • Formal elements – line, tone, colour, shape, form, comp, pattern, texture. • Mood – what emotions does the work convey? Applying: Make studies of artist's work to learn the techniques & processes used. Use some of what they have learned from artist's studies to produce original work.
Reflection (Which leads to personal development) Evaluate and Analyse own & others work	Increasing understanding of purpose & intention for art	Pupils should try to fairly appraise their own work and understand how to improve it, accepting criticism of other pupils. Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
	Awareness of choices & decisions	Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.

	Sculpture <i>Figurative Junk Sculpture (See Attached #19) Michelle Reader, Time Noble and Sue Webster, Aurora and Jane Perkins (the last 2 can be used as inspiration for making art using junk that they are recycling),</i> Google image search Michelle Reader Time Noble Aurora and Jane Perkins Makaon How to make Makaon art Papercraft templates	Drawing <i>e.g. sketching in RE work, Titanic, portraits, topic landscapes - Turner Ships and Landscapes (see attached #20) Turner, John Constable, David Curtis, Thomas Butterworth</i> Learning Objectives for the unit <ul style="list-style-type: none"> • Can look at and talk about the work of other artists. • Can adapt and refine their work to reflect and their view of its purpose and meaning • Can use a sketch book to explore ideas and revisit previous ideas 	Painting <i>Mixed media painting (see attached #18) Gustav Klimt, Njideka Akunyili Crosby, Jane Davenport, Marcel Duchamp, Howardina Pindell : https://www.kooness.com/posts/magazine/23-watercolor-artists-you-should-know-about-list-of-watercolor-artists</i> Link to Independent project? Learning Objectives for the unit <ul style="list-style-type: none"> • Can look at and talk about the work of other artists. • Can adapt and refine their work to reflect and their view of its purpose and meaning • Can use a sketch book to explore ideas and revisit previous ideas

	 <p>Learning Objectives for the unit</p> <ul style="list-style-type: none"> • To learn about significant artists and their work • Can comment on ideas, methods, mediums and approaches in art of famous artists • Can shape, form, model and construct from materials • Can create a 3D form from clay • Can use surface patterns / textures to add detail • Can use a Sketch book to record their observations and use them to review and revisit ideas • Can explore their own ideas <p>Can use visual and other information for their work</p>	<ul style="list-style-type: none"> • Can collect source material to help experiment and plan future work • Can select and use a range of drawing media for effect (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.) • Can use perspective in their drawings. • Can draw the layout of the figure in motion, can show emotion in sketches. • Can select different techniques for different purposes: shading, smudging, etc. • Can draw using tonal contrast • Can consider scale and proportion in compositions i.e. figures and faces, landscapes etc. 	<ul style="list-style-type: none"> • Can collect source material to help experiment and plan future work • Can understand term and use complementary colours. • Can replicate patterns, colours and textures in their work. • Can begin to select different kinds of paints for their work (Chromar, acrylics, watercolour etc.)
Cross Curricular Art and Design Opportunities	Spirited Arts (Cross Curricular RE) –		

What does Greater Depth look like?

A child's ability to skilfully apply their learning in more in-depth ways is called Mastery. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task. Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. They are the pupils who show natural talent and are able to take an idea or a new skill and adapt it or develop it further independently.

This means that pupils working at Greater Depth will be able to:

- GD pupils will work independently
- GD pupils will research an art movement or artist in greater depth and adapt ideas and process into their own art
- GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- When evaluating their work GD pupils are more analytical and work independently to assess and improve their art
- GD pupils have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art

How would a child's Mastery of Art and Design present itself?

- Generating Ideas: Showing greater complexity, research, observation, originality, perception, aspiration, creativity
- Making: Showing greater technique, skill, control, complexity, mastery, quality, judgement, creativity
- Evaluating: Showing greater judgement, autonomy, independence, perception, subtlety
- Knowledge: Showing greater breadth, contextual understanding, explanation, judgement

A report published by Ofsted in 2008 'Making a Mark: art, craft and design education' states:

- Where achievement was good or outstanding, pupils' strong understanding of how well they were doing was reinforced by regular use of sketchbooks to develop ideas, record observations, explore different media or evaluate their work.
- Risk-taking also contributed to the highest achievement.

- Exposure to original work created by other artists, craft makers and designers raised pupils' creative aspirations and accelerated their progress.
- Pupils' observations of creative work at first hand inspired them to record observations, explore techniques and develop ambitious ideas which were far in advance of their previous work.

Problems with judging Greater Depth in Art and Design

Art assessment should never be a judgement passed from teacher to pupil, it should be positive guidance for improvement. Art assessment should promote and improve learning and the most important aspect of the assessment process is creativity itself.

Paul Carney Arts, 2020

It is very difficult to assess Art and Design as work cannot be judged as right or wrong as in other subjects. It is a personal journey and is not always about judging a finished piece. Pupils can grow and achieve in different ways that is not always evident in a finished piece. A continuing dialogue throughout the lesson, through discussion with the pupil and the teacher offering advice, will produce a much more in depth judgement of the work than just assessing the piece when it is finished. Students need to understand that it is perfectly normal to feel frustrated and yet be able to give themselves credit and move on. They should not only learn how to develop technique but also how to analyse their own work fairly and make good choices. Assessment should become a positive, healthy experience where pupils take creative decisions comfortably and learn from their mistakes.