

Art Curriculum Design at Coleridge

“Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality.”

Quentin Blake, Children’s Laureate

What is our intent?

- ▶ To engage, inspire and challenge pupils, equipping them with **the knowledge and skills** to experiment, invent and create their own works of art, craft and design.
- ▶ To drive creativity, build resilience, perseverance and expression and foster a love of art and design
- ▶ To empower staff to feel confident in their delivery of our rich, bespoke art curriculum

Designing a knowledge-rich curriculum



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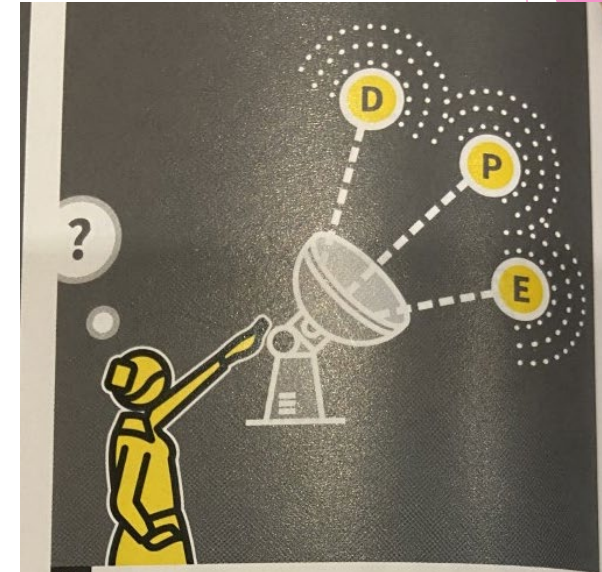
LET KNOWLEDGE DRIVE YOUR PHILOSOPHY

At the heart of this idea is the belief that knowledge is empowering, unlocking doors, providing a foundation for achieving success, reaching deep understanding and being creative. The more children know, the more they can learn. The challenge is to identify which areas of knowledge to focus on but it starts with the conviction that knowledge matters.

Artists, crafts people & designers, including those locally, nationally and globally, and from throughout history, from different cultures and religions

Tools, media & processes

Where they can access and pursue art beyond the classroom



2

CONSIDER A BROAD RANGE OF KNOWLEDGE FORMS

For every subject or topic, think of all the knowledge you think is important, referencing expert sources where you need to:

- **Declarative:** What are the key facts that all children should know?
- **Procedural:** What are the things that all children should be able to do? (You might call these 'skills')
- **Experiential:** What knowledge can only be gained first-hand, by experiencing or doing certain activities?

Skills & techniques

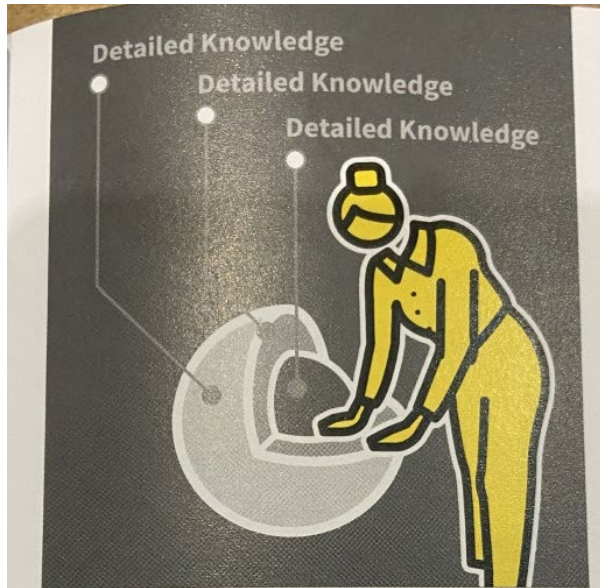
QFT underpinned by high-quality CPD, experiences, real - life observations, visitors and visits out.

Designing a knowledge-rich curriculum

Vocabulary

Tools, media
& processes

Artists



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SPECIFY THE KNOWLEDGE IN DETAIL

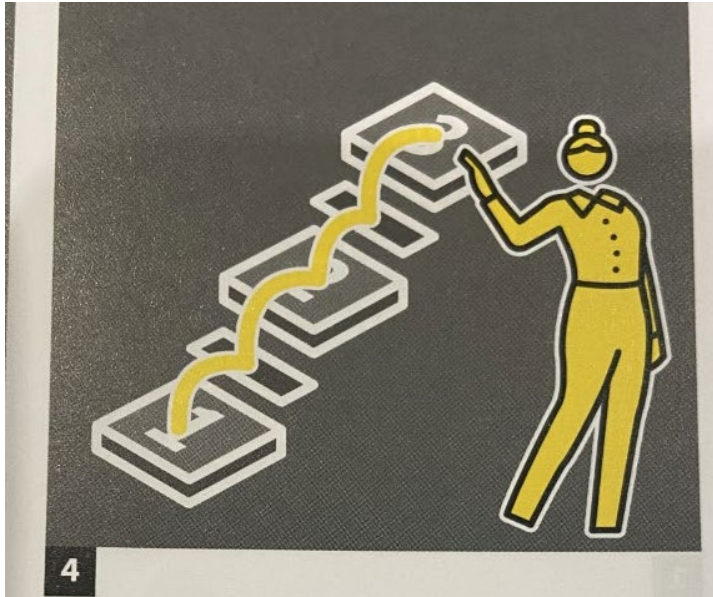
Go through the knowledge areas you want to include and specify the exact core elements of what students should know in as much detail as is possible, appropriate for their stage of learning e.g.:

- What, exactly, should every child know about the Romans?
- What, exactly, would you expect them to know about *Of Mice and Men*?
- What, exactly, would you expect them to know about sound and light?

Art long-term overview 2021 - 22

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing	Painting	Collage	Sculpture (3D)	Printing	Textiles
Example media: Pencil Pastel Charcoal Chalk Pen and ink Scraper board	Example media: Acrylic paint Powder paint Watercolour Ink Glass paint	Example media: Paper Card Foil Suitable plastics Fabric	Example media: Clay Dough Plasticine Rolled up paper Straws Paper and card Papier mache Modroc Wire	Example media: Fruit Vegetables Sponges String/plasticine blocks	Example media: Wool Fabric Needle & thread
Example techniques/skills: Line Tone Texture Hatching Cross-hatching Shading Smudging Scumbling Stippling	Example tools: Brush Sponge Cloth Fingers/hands/feet Example techniques/skills: Mixing Washing Mood Brush strokes Portrait Landscape Still life Abstract Pointillism Graffiti etc.	Example techniques/skills: Cutting Tearing Arranging Coiling Overlapping Mosaic Montage Tessellation	Example techniques/skills: Lines Carving Coils Texture Pinching Pulling Slip Score Roll	Example techniques/skills: Repeating Overlapping Rotating Arranging Rolling Rubbing Stamping Colour layering	Example techniques/skills: Sewing (running stitch, cross stitch, backstitch, appliqué, embroidery) Knitting Finger knitting Weaving Fabric colouring Batik Felting Crochet

Designing a knowledge-rich curriculum



SEQUENCE AND MAP THE KNOWLEDGE COHERENTLY

Sequence the knowledge content in all its forms such that there is a coherent flow, allowing ideas to build on secure foundations, staged deliberately step by step building towards challenging goals. Map this out so that everyone involved in delivering the curriculum can see how the content is sequenced over time. Check that you are **Sequencing Concepts in Small Steps** and using **Coherent Mapping**.

Vocabulary

Artist study

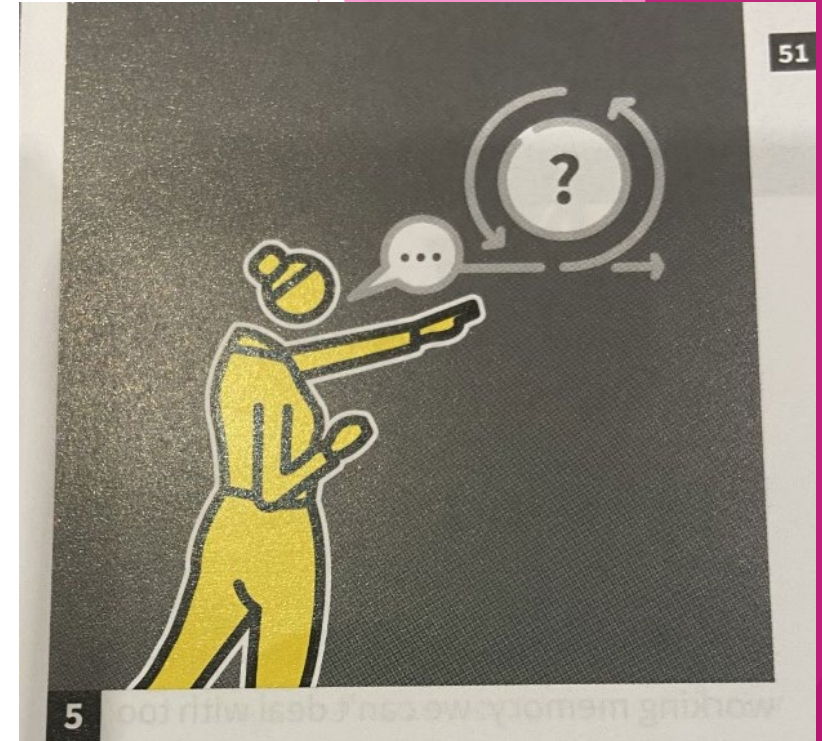
Skills development

Application - end point

Quizzes

Retrieval practice

Progressively build on knowledge and skills when each area is revisited each year.



TEACH KNOWLEDGE TO BE REMEMBERED, NOT MERELY ENCOUNTERED

Plan the sequencing of your curriculum so that elements of it are regularly returned to, supporting students to accumulate knowledge over time, feeding previous topics into current topics supported by **Practice and Retrieval** strategies.

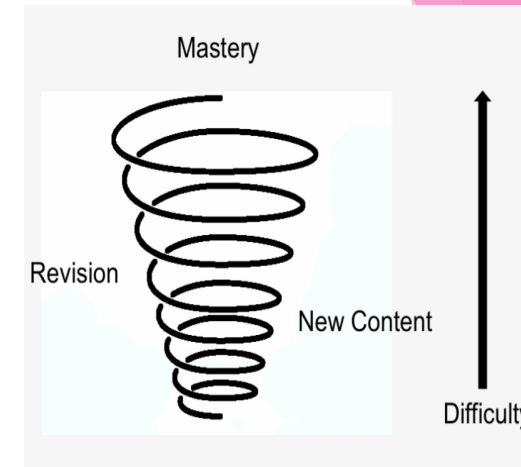
A curriculum rooted in research

► Tom Sherrington

► <https://teacherhead.com/2021/10/30/weaving-it-all-together-9-key-threads-for-maximising-learning/>

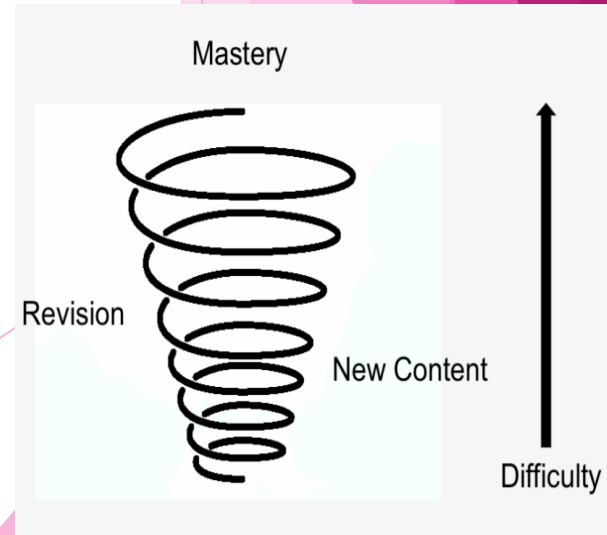
► <https://teacherhead.com/2021/09/12/concrete-not-sand-build-on-what-they-know/>

► Concrete not Sand - build on what they know!



What Is The Spiral Curriculum?

- ▶ A curriculum that returns to the same topics over time. It is juxtaposed to methods that involve learning something then moving on, perhaps never to engage with it again. When students re-engage with a topic repeatedly, they both consolidate prior knowledge in their memory and **build on it** over time.
- ▶ Cyclical: Students should return to the same topic several times throughout their school career;
- ▶ Increasing Depth: Each time a student returns to the topic it should be learned at **a deeper level** and explore **more complexity**;
- ▶ Prior Knowledge: A student's prior knowledge should be utilized when a topic is returned to so that they build from their foundations rather than starting anew.



Our policy

Art Policy



September 2021

Art Curriculum Intent

At Coleridge Primary School, we aim to offer opportunities for children to

- Foster an understanding and enjoyment of art, craft and design
- Experience a broad and balanced range of art activities and show progression within these experiences
- Show development of ideas and their own skills through the use of a sketchbook in Y1 – 6 and on paper in the EYFS
- Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
- Develop their use of a range of tools, media and processes
- Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
- Study historical, cultural and religious art.

Cultural Capital

Evidence suggests that the cultural capital passed on through families helps children do better in school. Research within our locality suggests that for many of our children, this is a gap we must bridge. We value this in art, as the National Curriculum defines it to be, 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' We strive to ensure that our pupils are confident creators, able to make informed decisions about what culture they consume and participate in, having opened them up to a breadth of experience in art. As outlined below, we expose the children to a wide array of artists, from different cultures and periods in history; we ensure that children have a broad experience in developing their techniques across a breadth of art forms. We consider carefully the progressive subject specific terminology and language that children should be exposed to and use each year and we make links with other areas of the curriculum so that learning becomes more embedded. Furthermore, we consider how we can expose children to art in the locality, through visits to galleries and local sculpture parks in order to foster and encourage a love for the subject beyond the classroom.

Implementation...

INSETs - CPD for staff

- ▶ 15th October - drawing & painting
 - ▶ 18th November - collage & printmaking
 - ▶ 28th January - 3d/sculpture
 - ▶ 25th March - textiles
 - ▶ Policy - clarity and structure
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- ▶ Sketchbooks to practise and refine skills and show clear progression across school before applying knowledge to final pieces

Implementation...

Art long-term overview 2021 - 22

- ▶ Progression of skills document to provide clear expectations and subject knowledge
- ▶ Termly knowledge of an artist study - enhance Cultural Capital.
- ▶ Quizzes & knowledge organisers

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing Example media: Pencil Pastel Charcoal Chalk Pen and ink Scraper board Example techniques/skills: Line Tone Texture Hatching Cross-hatching Shading Smudging Scumbling Stippling	Painting Example media: Acrylic paint Powder paint Watercolour Ink Glass paint Example tools: Brush Sponge Cloth Fingers/hands/feet Example techniques/skills: Mixing Washing Mood Brush strokes Portrait Landscape Still life Abstract Pointillism Graffiti etc.	Collage Example media: Paper Card Foil Suitable plastics Fabric Example techniques/skills: Cutting Tearing Arranging Coiling Overlapping Mosaic Montage Tessellation	Sculpture (3D) Example media: Clay Dough Plasticine Rolled up paper Straws Paper and card Papier mache Modroc Wire Example techniques/skills: Lines Carving Coils Texture Pinching Pulling Slip Score Roll	Printing Example media: Fruit Vegetables Sponges String/plasticine blocks Example techniques/skills: Repeating Overlapping Rotating Arranging Rolling Rubbing Stamping Colour layering	Textiles Example media: Wool Fabric Needle & thread Example techniques/skills: Sewing (running stitch, cross stitch, backstitch, appliqué, embroidery) Knitting Finger knitting Weaving Fabric colouring Batik Felting Crochet

Progression of Skills

Progression of Knowledge and Skills in Art and Design

Coleridge Primary School

Progression of Knowledge and Skills in Art and Design

Art Curriculum Intent

- At Acres Hill Community Primary School, we aim to offer opportunities for children to
- Foster an understanding and enjoyment of art, craft and design
 - Experience a broad and balanced range of art activities and show progression within these experiences
 - Show development of ideas and their own skills through the use of a sketchbook
 - Develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media
 - Develop their use of a range of tools, media and processes
 - Develop an understanding of the work of artists, crafts people and designers and apply this knowledge to their own work
 - Study historical, cultural and religious art.

The National Curriculum

- Aims**
- The national curriculum for art and design aims to ensure that all pupils:
- ▲ 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.

Subject content

- Key stage 1**
- Pupils should be taught:
- ▲ to use a range of materials creatively to design and make products
 - ▲ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 - ▲ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 - ▲ 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
- Key stage 2**
- Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Pupils should be taught:
- ▲ to create sketch books to record their observations and use them to review and revisit ideas
 - ▲ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example clay)
 - ▲ about great artists, architects and designers in history

Take inspiration from the work of others

Develop, Evaluate and Improve

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generating, exploring and developing ideas	▲Begin to record ideas in a sketchbook ▲Record and explore ideas from a range of starting points ▲Recognise that ideas can be expressed in art work ▲Ask and answer questions about the starting points for their work, and develop their ideas	▲Begin to develop recorded ideas, techniques and experiences in a sketchbook ▲Record, explore and respond to ideas from different starting points e.g. stories, rhymes, the natural world, first hand observations of objects, experiences and imagination ▲Ask and answer questions about the starting points for their work and the processes they have used	▲Use a sketchbook for different purposes, including recording observations and visual information, planning and shaping ideas ▲Gather and review information and resources related to own ideas and intentions ▲Select and record from first hand observation, experience and imagination, and explore and collect ideas and information for different purposes, including to inform work ▲Question and make observations about starting points and select ideas to use in their work	▲Confidently use sketchbooks for a variety of purposes including recording observations, collecting images and information from different sources, developing ideas; testing materials; planning and recording information ▲Select and use relevant resources and references to develop own ideas ▲Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes ▲Question and make thoughtful observations about starting points and select ideas to use in their work	▲Use sketchbooks purposefully to improve understanding, inform ideas and plan for an outcome. For example, showing several different versions of an idea and how research has led to improvements in their proposed outcome ▲Engage in research and exploration in the process of initiating and developing own ideas ▲Select and record from first hand observation, experience and imagination, and extend ideas for a range of purposes ▲Question and make thoughtful observations about starting points and analyse ideas and processes to use in their work	▲Systematically research and test ideas and plans using sketchbooks. For example, sketchbook will show in advance how ideas have been collected, how work will be produced and how techniques will be used for a purpose ▲Use independent research to explore a range of ideas which shows awareness of different kinds of art, craft and design ▲Select and record from first hand observation, experience and imagination, and explore ideas for a range of purposes ▲Question and make thoughtful observations about starting points and analyse ideas and processes to use in their work

Drawing	Artist: Stephen Wiltshire Outcome: observational drawings of buildings Media: Pencils (including colouring) and chalk	Artist: Gustav Klimt Outcome: portraits Media: Pencils and pastels	Artist: Robert Longo Outcome: Image based on cave art Media: Pencils and pastels	Artist: Paul Cadden Outcome: Colosseum drawings Media: Pencils and oil pastels	Artist: Peter Nicolai Arbo Outcome: Replicating the artist's work Media: Pencils, pastels charcoal	Artist: Henry Moore Outcome: Sketches in the style of Tube Shelter Media: Pencils, pastels, charcoal, ink, scraperboard
▲ Experiment with different materials for none structured mark-making	▲ Record clearly observable light and dark areas using shading	▲ Record shapes and lines with some degree of accuracy from observation	▲ Record shapes, lines and details from observation	▲ Record more complex forms/shapes and lines from observation	▲ Use scale, shading, lines and marks to show perspective and add effects including texture	▲ Use appropriate styles of shading and techniques for movement, perspective, shadows, direction and reflections
▲ Use basic shapes, lines and colours to represent/draw observed things	▲ Show pattern by adding dots, lines, colour or shape to represent observations and ideas in drawings	▲ Work on a sustained drawing	▲ Show where objects overlap	▲ Begin to create a sense of perspective.	▲ Show a broad range of tones and use shading to show shadows and reflections on 3D shapes.	▲ Experiment with the elements of art: line, tone, pattern, texture, form, space, colour, shape and tone, showing a broad range
▲ Use a variety of tools, inc. pencils, rubbers, crayons, pastels and chalk to create drawings	▲ Begin to apply pressure to tools to achieve tones using black and white and coloured pencils	▲ Experiment with different grades of pencil and other implements to shade and to show tones and textures	▲ Use hatching, cross marks to show tone and texture	▲ Use shading to show light and shadow	▲ Use shading to create mood and feeling	▲ Demonstrate ways to make different marks with dry and wet media
▲ Draw lines of different shapes, sizes and thickness	▲ Use and begin to layer different media, e.g. pencil, crayons, pastels, charcoal	▲ Use different media to achieve variations in line, texture, tone, colour, shape and pattern.	▲ Use different grades of pencil at different angles to show different tones (including shadows).	▲ Use a variety of source material and sketches to inspire and develop work	▲ Use line, shape and colour to represent figure and to indicate movement	▲ Choose a drawing style suitable for the work (e.g. realistic or impressionist)
▲ Describe the shapes and patterns I see	▲ Draw from the figure and real objects, including single and grouped objects	▲ Sketch lightly and use sketches to produce a final piece of art	▲ Explore relationships between line and tone, pattern and shape, line and texture.	▲ Use a viewfinder to develop sketching	▲ Select the most suitable drawing materials/media for the intended outcome	▲ Know when materials can be combined and used to good effect
▲ Colour own work neatly, following the lines very carefully	▲ Choose and use three different grades of pencil when drawing	▲ Use different hardness of pencils to show line, tone and texture	▲ Represent objects with correct proportions	▲ Overlap Hatching Smudging	▲ Scale Mood Media	▲ Work includes historical studies of technical drawings e.g. ancient architecture
Key Vocabulary	Shape Thickness Experiment	Line Dots Draw Grade	Pattern Shading Tone	Accuracy Sketch Blackness	Texture Hardness Proportion	Direction Depth Form Impressionist Realism

Artists and End Points

+	Painting	Artist:	Artist:	Artist:	Artist:	Artist:	Artist:
		End point:	End point:	End point:	End point:	End point:	End point:
		Media: Poster paint	Media: Powder paint	Media: Watercolour paints	Media: Acrylic paint/watercolour paint	Media: Acrylic paint/watercolour	Media: Acrylic and powder paint

Whole School Curriculum Overview

Art	DT	PE
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Example planning/slides

LQ: Can I develop my use of tone and practise different sketching techniques?

Can you match the vocabulary with their definitions on your tables? Use the examples to help you.

Copy the vocabulary and examples of each pencil tone into your sketch book; Add H = hardness B = blackness

tone texture blackness line
shadow hardness shape pattern

Key Vocabulary

H = Hardness B = Blackness



LQ: Can I demonstrate an understanding of depth and perspective in drawing?



Which parts look bigger? Why?

The perspective means that the feet are closer to... and the head is...
... vanishing point.

Floor Book - assessment, exemplification and moderation.

