

# Lomeshaye Junior School Art and Design Curriculum Progression



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Lomeshaye Junior School



# Lomeshaye Junior School Curriculum Overview

## Aspire – Believe – Achieve



### Curriculum Vision

"A vibrant, inclusive learning community coupled with an ethos of high expectations and challenges are paramount to Lomeshaye's success. Aspirations are raised in a learning climate that is engaging and fun.

Our ambitious and aspirational curriculum provides individuals with a basis for learning a breadth of knowledge and development of skills across a broad range of contexts. We offer opportunities for learning about and through rights, sustainable development, creativity and cultural aspects. Our creative and extended curriculum which incorporates clubs, trips, partners working in school, sporting events and residential visits, will endeavour to develop our children and help to instil a sense of responsibility for the wider world whilst maximizing learning and enjoyment for all. An enriched curriculum provides a full entitlement for all learners including those with SEND and addresses social disadvantage. Our curriculum allows teachers to teach with freedom in innovative and creative ways. The quality of learning and teaching in every classroom - and the inspiration, challenge and enjoyment comes from our teacher's commitment and enthusiasm and is critical in achieving our goals as we Aspire – Believe – Achieve." – Vision developed by staff

### Purpose

This document reflects the school values and philosophy in relation to the teaching and learning of National Curriculum Subjects and the locally agreed syllabus for Religious Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. Our curriculum is shaped by all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the statutory requirements of the National Curriculum but the range of extra-curricular activities that enrich the children's life experiences. In addition, it includes the 'hidden curriculum' whereby the children learn from the way they are treated and expected to behave. We aim to teach our pupils to become positive, responsible and resilient, so that they can work and collaborate with others whilst developing knowledge, understanding and skills in order to reach their true potential.

### The National Curriculum Aims

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

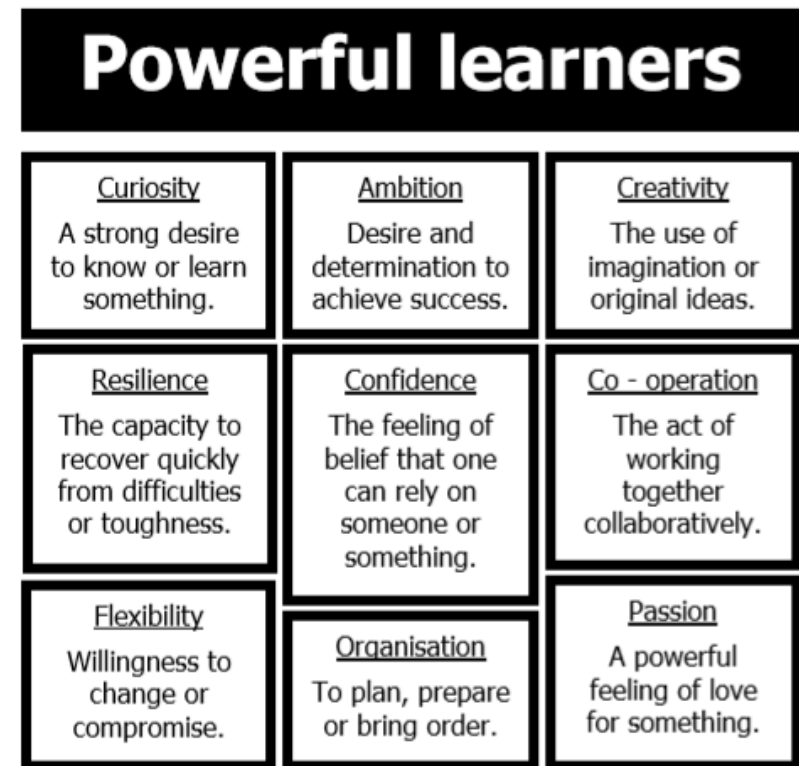
The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

## Aspire - Curriculum Intent:

At Lomeshaye Junior School our rationale is to deliver a challenging curriculum that builds on prior knowledge and develops cultural capital, is rich in written and spoken language, deepens understanding, and enables children to develop the powerful learner attributes which allow them to Aspire-Believe-Achieve.

### We aim to be a school where:

- we provide a rich and varied curriculum which helps to develop a sense of self and a respect for the local area and wider world.
- staff and pupils have high expectations and strive for excellence in all subjects
- pupils acquire and develop a good level of skills in reading, writing and mathematics.
- children have opportunities to be curious, creative and have cultural experiences.
- we learn about and through rights and provide opportunities for children to be advocates for sustainable change
- children develop the knowledge, skills and powerful learner attributes needed to flourish in life, learning and work now and in the future.
- we support pupils to become responsible citizens with excellent behaviour and the ability to self regulate.



At Lomeshaye Junior School, the curriculum is designed coherently in order that children in KS2 build knowledge, skills and understanding across all NC subjects taught through creative curriculum themes. Subjects are taught individually with relevant and meaningful connections made to other subjects under the same overarching theme so that the core skills and knowledge are not diluted through the thematic approach. Each foundation subject is taught through a progression model adapted from the NC and Lancashire KLIPS and End of Year Expectations which outlines the intended curriculum skills, knowledge and core vocabulary for each year group and the 4 writing purposes are linked to this, along with opportunities for Maths across the curriculum. Long term plans are formed with logical progression in mind, building on previous years' learning, and Medium Term planning includes the Lancs EOYE and KLIPS with opportunities for them to be revisited over the year. The language of rights is used to learn about and advocate for change and children are provided with opportunities to work with specialist teachers to develop their talents and receive an education which celebrates the whole child.

### **Believe - Curriculum Implementation:**

Our pedagogies, created and agreed by Lomeshaye staff, outline how the curriculum is implemented. The long term and medium term planning comes to life in the classroom when the pedagogies inform planning, teaching and learning. Kagan cooperative learning is used to promote collaboration and oracy is enhanced through use of talk roles. Learning revisits prior knowledge and is scaffolded appropriately to allow children to recall previous learning and make connections. Subject specific vocabulary, knowledge and skills, and links to powerful learner attributes, rights and SDG's are made explicit throughout so that pupils can integrate new knowledge and build on their prior understanding of concepts. Knowledge and learning organisers are in the early stage of implementation and are used for pre teaching, to support home learning and to form part of the reviewing of learning. These scaffold children with key facts and vocabulary and support the retention of knowledge into long term memory. Each leader sets out the specific intent for their subject and how its implementation will look in the planning and delivery of teaching and learning.

### **Achieve - Curriculum Impact:**

We believe that our curriculum intentions have an impact when the children can remember their learning, recall knowledge and make connections. The learning environment, planning and pupil's work demonstrates how children are exposed to the curriculum but the true impact is revealed when the children are able to articulate their knowledge and understanding through a range of written, creative and oral outcomes. To achieve our curriculum goals, subject leaders closely scrutinise all aspects of teaching and learning in their subjects to monitor that the curriculum is coherent and well-sequenced, and that children have opportunities to consolidate and embed knowledge. Impact is measured through summative assessments, focus week observations and scrutiny, curriculum evaluations and pupil voice. In addition, external recognition through achieved of awards such as RRS Gold and the SENDIA award show that the curriculum we provide is of a high standard.

**Lomeshaye Pedagogies:** Highly effective teaching and learning is dependent on...

<p><b>Building on what pupils already know</b>          Planning engaging pre-learning tasks to assess current knowledge.          Using talk partners to explore and share knowledge.          Adapting lessons to reflect current attainment.          Looking back to previous year group's coverage and KLIPS to ensure appropriate challenge.          Pre and post home learning tasks - deepen and embed.</p>	<p><b>High quality questions from pupils and adults</b>          Use of questioning dice.          Planned opportunities for pupils to ask questions (pupil choice).          Starting lessons with a learning question.          Planned use of HOT questions during lessons from teacher and TA.          Regular audit of adult questions within the classroom.          Pupil questioning tools - 'see, think, wonder'          Questions on plans for TA's.          Prompts in resilience boxes.</p>	<p><b>Regular and effective feedback</b>          Individual and whole class feedback.          Peer to peer feedback - collaborative learning pro forma.          Self-evaluation and reflection tools.          Planned time to respond to feedback.          1-1 time to give and discuss feedback.          Children feeding back to adults their personal strengths and weaknesses.          Fluid intervention trackers to support regular and effective feedback.</p>
<p><b>Higher order activities that challenge thinking</b>          Record a thinking grid for the half term.          Ensure all pupils have a balance of HOT (Higher Order Thinking) activities through careful planning.          Include HOT in all curriculum lessons.          Pupils highlight their learning of the day.</p>	<p><b>Pupils being clear on the 'what' and 'why'</b>          Presenting the big picture at the start of a term.          Clear curriculum overviews for parents.          Regular reminders during lessons.          Use of working walls.          Linking learning to real life when appropriate.          Assertive discussions during mentoring.</p>	<p><b>Explicit development of metacognition</b>          Identify, display and teach the learning power of the month.          Explicit planning for how the behaviour will be developed.          Reflection tools within lessons which focus on 'how'.          Learning behaviour working wall.          Learning behaviours celebrated in assembly.</p>
<p><b>Variation of inputs during the process and different outputs for learning</b>          2nd and 3rd input to be different to the first.          Vary the emphasis on visual and auditory.          Use pupils who have mastered to provide input to those who haven't.          Effective use of resources including TAs, ICT and the outdoor environment.</p>	<p><b>A pupil centred learning process</b>          Building elements of choice within all lessons (chilli challenge, science experiments etc.)          Development of group roles.          Pupil lesson evaluation forms.          Planning for different types of learner.          Involving pupils in curriculum evaluations.          Pupil choice planned for all activities when appropriate.          Home learning.</p>	<p><b>Worthwhile classroom dialogue</b>          Identify, display and discuss dialogic behaviours.          Development of structured sharing strategies (Kagan)          Carefully planned opportunities for talk to enhance learning.</p>



# Lomeshaye Junior School Curriculum Statement

## Aspire-Believe-Achieve



### Art and Design

'Art has the role in education of helping children become like themselves instead of more like everyone else.' Sydney Gurewitz Clemens

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p><b>The school's senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our planned teaching sequence will show:</b></p> <ul style="list-style-type: none"> <li>Lomeshaye agreed pedagogies used as basis for teaching and learning.</li> <li>Some project based learning with a build up to a final piece/outcome.</li> <li>Building on prior learning and reviewing and revisiting</li> <li>Specific key vocabulary to be used and its meaning.</li> <li>Pupils are encouraged develop oracy and vocabulary skills in Art through evaluation of their own and others' throughout the creative cycle.</li> <li>Kagan cooperative learning used to structure learning.</li> <li>Evaluation and reflection on their own and the artwork of their peers.</li> </ul>	<p><b>Pupil voice will show:</b></p> <ul style="list-style-type: none"> <li>A developed understanding of the methods and skills of artists at an age appropriate level</li> <li>An ability to explore and compare the artwork of key artists.</li> <li>A progression of skills and understanding, with appropriate vocabulary which supports and extends knowledge acquisition.</li> <li>Confidence in discussing their own artwork and identifying their strengths and areas for development</li> </ul>
<p><b>The Art leader will:</b></p> <ul style="list-style-type: none"> <li>Understand and articulate the characteristics of high quality teaching in the subject and the main strengths for improving and sustaining high standards of teaching and learning for all pupils</li> <li>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as artists.</li> <li>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> <li>Understand the relationship of their subject to the curriculum as a whole</li> <li>Keep up to date with good practice and subject development through an appropriate subject body or a professional group.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>Provide appropriate quality equipment for each area of the curriculum.</li> <li>Showcase some pieces of artwork created by the children.</li> <li>Be organised using Kagan cooperative learning so that pupils can work in small groups or whole class as appropriate to support pupils in the development of their skills.</li> <li>Give students opportunities to work on individual pieces of art as well as collaborative projects.</li> <li>Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding, inspire artwork and underpin reading skills</li> </ul>	<p><b>Children's work in books and displays will show:</b></p> <ul style="list-style-type: none"> <li>A varied and engaging curriculum which develops a range of art skills and depth of knowledge.</li> <li>Clear progression in line with expectations set out in the progression grids developed from Lancashire EOYE, KLIPS and National Curriculum.</li> <li>Developed and final pieces of work which showcase the skills and knowledge learned.</li> <li>Sustained improvement in their subject knowledge, understanding and skills.</li> <li>A strong understanding of the key ideas of the subject</li> <li>Deep thinking in relation to the subject matter</li> <li>That children are enthusiastic and highly motivated about art.</li> </ul>



<p><b>The class teacher will, with support from year group colleagues and the Art leader:</b></p> <ul style="list-style-type: none"> <li>• Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid.</li> <li>• Personally pursue support for any particular subject knowledge and skills gaps prior to teaching.</li> <li>• Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.</li> <li>• Work well together as a team.</li> <li>• Apply policy and plans consistently in the classroom.</li> <li>• Have high expectations of the pupils.</li> <li>• Reinforce the motivation of the pupils.</li> <li>• Facilitate deep learning within the subject.</li> <li>• Make good use of support, training and guidance.</li> </ul>	<p><b>Our children will be:</b></p> <ul style="list-style-type: none"> <li>• Engaged because they are challenged by the curriculum which they are provided with.</li> <li>• Resilient learners who overcome barriers and understand their own strengths and areas for development.</li> <li>• Able to critique their own work as an artist as well as provide feedback to peers because they know how to be successful.</li> <li>• Safe and happy in art lessons which give them opportunities to explore their own creative development.</li> <li>• Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on artistic skills and knowledge.</li> <li>• Develop artistic skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.</li> <li>• Confident when exploring different mediums and techniques.</li> </ul>	<p><b>The Art leader will:</b></p> <ul style="list-style-type: none"> <li>• Celebrate the successes of pupils through planned displays.</li> <li>• Collate appropriate evidence over time which showcases pupil artwork.</li> <li>• Monitor the standards in the subject to ensure the outcomes are at expected levels.</li> <li>• Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.</li> </ul>
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**Make sure that the information above tallies with subject policy**



# Lomeshaye Junior School Progression in Art and Design

## Aspire-Believe-Achieve



### Art and Design

'Art has the role in education of helping children become like themselves instead of more like everyone else.' Sydney Gurewitz Clemens

Year3	Year4	Year5	Year6
<p><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <ul style="list-style-type: none"> <li>Choose their own starting point from a range of ideas e.g. a visit to an art gallery, an artefact, digital images, experiences.</li> <li>Begin to record their thoughts and experiences in a sketch book / 'ideas journal'.</li> <li>Explain the reasons for their ideas, and discuss and answer questions about how their ideas have developed.</li> <li>Show confidence and independence when working creatively e.g. with a range of media on different scales.</li> </ul>	<p><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <ul style="list-style-type: none"> <li>Investigate different starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and begin to annotate these.</li> <li>Explain how they are developing their ideas as they work, and are beginning to use language appropriate to the chosen style of art.</li> <li>Use creative thinking to begin to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<p><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <ul style="list-style-type: none"> <li>Investigate a range of starting points for their work, and choose which idea to develop further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li> <li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li> <li>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li> </ul>	<p><b>Produce creative work, exploring their ideas and recording their experiences</b></p> <ul style="list-style-type: none"> <li>Independently investigate a range of starting points for their work, and confidently develop their ideas further.</li> <li>Record their thoughts and experiences in a sketch book / 'ideas journal', and review and revisit these ideas as their work develops.</li> <li>Are confident to work creatively, adapting ideas, and taking risks when choosing tools, materials and media.</li> <li>Confidently use language appropriate to the chosen art form, to help them to explain their ideas.</li> </ul>
<p><b>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</b></p> <ul style="list-style-type: none"> <li>Discuss the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Begin to understand the historical and/or cultural significance of a chosen artist /art form.</li> </ul>	<p><b>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</b></p> <ul style="list-style-type: none"> <li>Discuss and analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand the historical and / or cultural significance of the work of a chosen artist / art form.</li> </ul>	<p><b>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</b></p> <ul style="list-style-type: none"> <li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li> <li>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li> </ul>	<p><b>Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms</b></p> <ul style="list-style-type: none"> <li>Critically analyse the styles of a range of artists, craft makers or designers and use this to inform their own work.</li> <li>Explain how a chosen artist or art form has contributed to the culture and /or history of a specific nation.</li> </ul>
<p><b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>Beginning to use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts, e.g. work on different scales both independently</li> </ul>	<p><b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>Use learnt techniques in drawing, painting, sculpture and other art, craft and design in different contexts and with a variety of materials, e.g. use knowledge of</li> </ul>	<p><b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their</li> </ul>	<p><b>Become proficient in drawing, painting, sculpture and other art, craft and design techniques</b></p> <ul style="list-style-type: none"> <li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques, imaginatively to create their own style, e.g. use spray paint on</li> </ul>



<ul style="list-style-type: none"> <li>and collaboratively.</li> <li>• Demonstrate control of chosen tools and materials to create a desired effect, e.g. carve a design into a printing block.</li> </ul>	<p>weaving to create a willow sculpture.</p> <ul style="list-style-type: none"> <li>• Demonstrate control of a range of tools and materials to create desired effects, e.g. when drawing use different grades of pencil to create variations in tone.</li> </ul>	<p>own effect.</p> <ul style="list-style-type: none"> <li>• Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li> </ul>	<p>canvas.</p> <ul style="list-style-type: none"> <li>• Develop their own style when working with a wide range of tools and materials, e.g. working into prints using their own choice of media such as pens, ballpoint pens, paints.</li> </ul>
<p><b>Evaluate and analyse creative works using the language of art, craft and design</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like in a piece of art work.</li> <li>• Use sketch book / 'ideas journal' to adapt their work as their ideas develop, and discuss this with others.</li> </ul>	<p><b>Evaluate and analyse creative works using the language of art, craft and design</b></p> <ul style="list-style-type: none"> <li>• Compare ideas, methods and approaches in their own and others' work, e.g. talk about the features they like and the changes they would make to a piece of art work.</li> <li>• Use sketch book / 'ideas journal' to adapt their work as their ideas develop; make annotations in their books to describe how they might develop their work further.</li> </ul>	<p><b>Evaluate and analyse creative works using the language of art, craft and design</b></p> <ul style="list-style-type: none"> <li>• Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li> <li>• Describe what they think and feel about their own and others' work and how this might influence their designs.</li> <li>• Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li> </ul>	<p><b>Evaluate and analyse creative works using the language of art, craft and design</b></p> <ul style="list-style-type: none"> <li>• Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work.</li> <li>• Use sketch book / 'ideas journal' to adapt and critically evaluate their work as their ideas develop.</li> <li>• Annotations reflect their critical evaluations and development of ideas.</li> <li>• Reflect on the ways in which their imaginative work has developed from a range of starting points.</li> </ul>
<p><b>End Points Key Knowledge</b></p>	<p><b>End Points Key Knowledge</b></p>	<p><b>End Points Key Knowledge</b></p>	<p><b>End Points Key Knowledge</b></p>
<p><b>A Year 3 pupil should be able to</b></p> <ul style="list-style-type: none"> <li>• Make colour wheels.</li> <li>• Know how to use sketches to produce a final piece of art.</li> <li>• Know how to use digital images and combine with other media.</li> <li>• Know how to show facial expressions in art.</li> <li>• Know how to use different grades of pencil to shade and to show different tones and textures.</li> <li>• Know how to create a background using a wash.</li> <li>• Know how to use a range of brushes to create different effects in painting.</li> <li>• Know how to identify the techniques used by different artists.</li> <li>• Know how to compare the work of different artists.</li> </ul>	<p><b>A Year 4 pupil should be able to</b></p> <ul style="list-style-type: none"> <li>• Know how to integrate digital images into artwork.</li> <li>• Use sketchbooks to help create facial expressions.</li> <li>• Use sketchbooks to experiment with different texture.</li> <li>• Use photographs to help create reflections.</li> <li>• Know how to show facial expressions and body language in sketches and paintings.</li> <li>• Know how to use marks and lines to show texture in art.</li> <li>• Know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections.</li> <li>• Know how to print onto different materials.</li> </ul>	<p><b>A Year 5 pupil should be able to</b></p> <ul style="list-style-type: none"> <li>• Experiment by using marks and lines to produce texture.</li> <li>• Experiment with shading to create mood and feeling.</li> <li>• Experiment with media to create emotion in art.</li> <li>• Know how to use images created, scanned and found; altering them where necessary to create art.</li> <li>• Know how to use shading to create mood and feeling.</li> <li>• Know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• Know how to express emotion in art.</li> <li>• Research the work of an artist and use their work to replicate a style.</li> </ul>	<p><b>A Year 6 pupil should be able to</b></p> <ul style="list-style-type: none"> <li>• Explain why different tools have been used to create art.</li> <li>• Explain why chosen specific techniques have been used.</li> <li>• Know how to use feedback to make amendments and improvement to art.</li> <li>• Know how to use a range of e-resources to create art.</li> <li>• Know which media to use to create maximum impact.</li> <li>• Use a full range of pencils, charcoal or pastels when creating a piece of observational art.</li> <li>• Explain the style of art used and how it has been influenced by a famous artist.</li> </ul>

<ul style="list-style-type: none"> <li>Recognise when art is from different cultures.</li> <li>Recognise when art is from different historical periods.</li> <li>Produce increasingly accurate drawings of people with a focus on faces.</li> </ul>	<ul style="list-style-type: none"> <li>Know how to sculpt clay and other mouldable materials.</li> <li>Experiment with the styles used by other artists.</li> <li>Explain some of the features of art from historical periods.</li> <li>Know how different artists developed their specific techniques</li> <li>Produce increasingly accurate drawings of people.</li> </ul>	<ul style="list-style-type: none"> <li>Produce increasingly accurate drawings of people.</li> </ul>	<ul style="list-style-type: none"> <li>Understand what a specific artist is trying to achieve in any given situation.</li> <li>Understand why art can be very abstract and what message the artist is trying to convey.</li> <li>Apply knowledge of different techniques to express feelings.</li> <li>Produce increasingly accurate drawings of people.</li> </ul>
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### Vocabulary

**Collage** - Art made by cutting up materials such as coloured paper, string, fabric, and newspaper and then gluing them together to make a picture.

**Complementary Colours** - These are colours that appear on the opposite sides of the color wheel. When placed side by side, these colours can intensify each other.

**Kiln** - A type of hot oven used to bake clay into a hard permanent finish.

**Landscape** - A painting of nature and the land such as the ocean, mountains, trees, and sky.

**Medium** - The materials used in creating a piece of artwork such as paint, marble, clay, or pastels.

**Mural** - A large painting generally painted on a wall or ceiling.

**Palette** - A board where colours of paint are mixed so they are the right colour for the painting. Can also refer to range of colours an artist has used in an artwork.

**Pastels** - Colouring sticks that can be made from oil or chalk.

**Pigment** - The part of the paint that gives it colour.

**Portrait** - A drawing or painting of a person or people.

**Primary colours** - Red, yellow, and blue. All of the other colours can be made from these three.

**Sculpture** - A three dimensional piece of art often carved, chiseled, or cast from stone, marble, wood, or bronze.

**Self-portrait** - A painting or drawing that the artist makes of himself.

**Still life** - A painting or drawing of inanimate objects often placed in an arrangement. Examples include flowers in a vase and fruit in a bowl.

**Symmetry** - The balance of one side to another. In perfect symmetry, one half is an exact mirror of the other.

**Texture** - The look and feel of the canvas in painting. This can vary on how the paint is applied. Other materials may be added to change the texture.

**Watercolour** - A water soluble paint that thins as it is mixed with water.

### Suggested Artists

<p><b>Drawing:</b> Leonardo Da Vinci Vincent Van Gogh Poonac</p>	<p><b>Colour:</b> Pollock Monet Chagall Ben Moseley Van Gogh</p>	<p><b>Texture:</b> Linda Caverley Molly Williams William Morris Gustav Klimt</p>	<p><b>Form:</b> Henry Moore Barbara Hepworth Andy Goldsworthy</p>	<p><b>Printing:</b> Picasso Dan Mather Andy Warhol</p>	<p><b>Pattern:</b> Joan Miro Bridget Riley Escher Paul Klee</p>
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## **National Curriculum Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should 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. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## **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

## **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, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

**Notes:**