

2021-2022

A Guide to Art Carlinghow Academy



This document outlines the expectations of how we teach and monitor Art at Carlinghow Academy: Progression across year groups and consistency across school.

Teaching Art and Design at Carlinghow Academy: The Curriculum.

At Carlinghow Academy the Art and Design curriculum has been designed in accordance with the Early Years Foundation Stage Curriculum and National Curriculum which will engage, inspire and challenge all pupils.

From the Early Years Art and Design teaching is based upon developing skills and techniques within the areas of drawing, painting, textiles and sculpture. All skills are progressive and an age appropriate. Focus is placed on colour, pattern, texture, line, tone, shape and form. Within these skill areas, work from artists, local and national are used to illustrate different techniques and approaches

All classes undertake a balanced programme of Art and Design, which clearly builds on previous experience and takes account of earlier achievements. Pupils are also provided with the opportunity to attend Art clubs throughout the year. The curriculum ensures that we help to nurture confident, independent, resilient artists.

Our Art Curriculum Poster:



Our curriculum aims to insure that all children:

- 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

Attainment Targets:

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Nursery & Reception EYFS:

Physical Development – Fine motor skills ELG

Our children will hold a pencil effectively using the tripod grip in almost all cases. They will learn how to use small tools, including scissors and paintbrushes. They will begin to show accuracy and care when drawing.

Expressive Arts and Design- Creating with materials ELG

Our children will learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used.

Key Stage 1:

Our children will be taught:

- To use 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.

Curriculum content:

KS1 art and design lessons should be distinctively different from KS2 lessons. Lessons in year 1, will be the children's first experience of art taught as a discrete subject and EYFS to year 1 is a significant transition with big changes for the children. It is important that the lessons meet the children where they are as well as extending their learning and laying the foundations of understanding and experience for future lessons. KS1 lessons will offer experiences that are divided into the skill areas of: drawing; painting; collage; sculpting and printing with opportunities to use relevant materials, processes, techniques and vocabulary.

Key stage 2:

Our children will 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.

Our children will be taught to:

- To create sketchbooks to record their observations and 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 (e.g. pencil, charcoal, paint, clay).
- About great artists, architects and designers in history.

Curriculum content LKS2:

In lower KS2, there is a greater emphasis of key artists and artworks, architects and designers in history. Lesson should introduce the children to the concept of creatively interpreting the world around them and using popular culture as inspiration for their art. They will learn how other artists have done the same over the years. They will learn how artists can sometimes be radicle and change the 'status quo' to create new movements such as impressionism, and how cultures around the world have and do create noble art. Children will begin to make richer references to well - known artworks though their own making and discussions and using subject specific vocabulary. Lessons will also cover the key skills areas of drawing, painting, collage, sculpting and printing.

Curriculum content UKS2:

By the end of KS2, children should feel confident using a range of techniques and materials and they should be able to do so with a level of competency and control that is distinctly higher than in lower KS2 children. The children should feel confident taking risks with their ideas and approaches, experimenting in sketchbooks to discover new creative outcomes. Throughout KS2, children should be encouraged to have lively debate and classroom discussion about artists and key artworks and be able to share opinions about art in an articulate way. Children will continue to develop skills in painting, drawing, collage, painting and sculpture, building on prior learning.



Progression of skills throughout the school

EYFS- Reception and Nursery	Expressive arts and design is one of the seven areas of the early year's foundation stage and is used to develop a child's imagination, creativity and their ability to use media and materials. Children do this in range of ways including singing songs and making music, dancing, playing with colours, textures and design. Encouraging children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.
EYFS	<ul style="list-style-type: none"> • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.

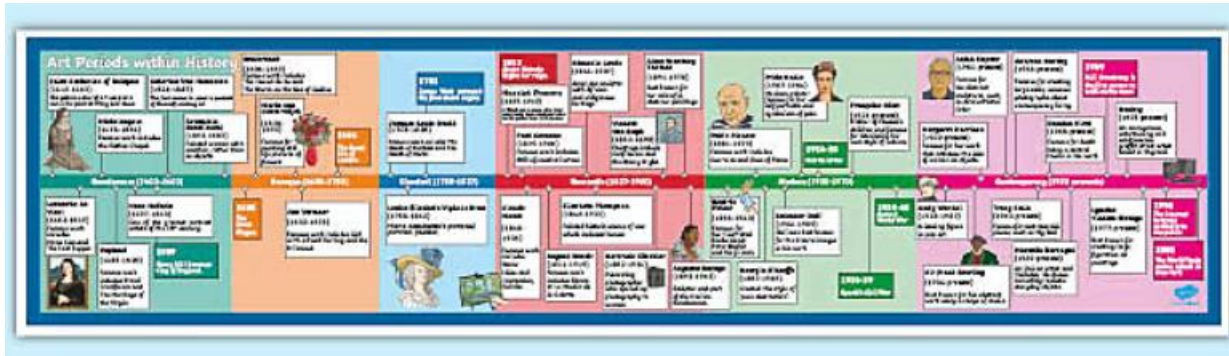
	<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
Year 1	<p>As above plus:</p> <ul style="list-style-type: none"> • I can paint things I have seen, remembered or imagined • I can try out making different tones and colours using pencils, chalk or charcoal. • I can understand that different artistic works are made by craftspeople from different cultures and times.
Year 2	<p>As above plus:</p> <ul style="list-style-type: none"> • I can try out making different tones colour, patterns, textures, line, shape, form and space, using pencils, chalk or charcoal. • I can describe the differences and similarities between different practices and disciplines, making links to my own work.
Year 3	<p>As above plus:</p> <ul style="list-style-type: none"> • I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. • I can talk about some of the great artists, architects and designers in history and describe their work. • I can experiment with different materials to create a range of effects and use these techniques in my finished piece of work.
Year 4	<p>As above plus:</p> <ul style="list-style-type: none"> • I can use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. • I can use a variety of techniques when I use clay, including slabs, coils and slips. • I can draw familiar objects with correct proportions.
Year 5	<p>As above plus:</p> <ul style="list-style-type: none"> • I can research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. • I can mix colours to express mood, divide foreground from background or demonstrate tones.
Year 6	<p>As above plus:</p> <ul style="list-style-type: none"> • I can change and improve my own final work following feedback on my first thoughts and designs. • I can describe the work and ideas of various artists, architects and designers, using appropriate vocabulary referring to historical and cultural contexts. • I can change and improve my own final work following feedback on my first thoughts and design.

What is expected to be seen when teaching Art?

- Direct teacher instruction; modelling of skills and techniques; demonstration.
- To prepare for lessons and create your own exemplary practical piece prior to teaching so that there is an understanding of the process the children will

experience. This will ensure high quality lessons which will enthuse creativity and growth mind-set in the art.

- Ensure background reading about key artists and key artworks takes place. Display 'timeline of art periods within history'KS2 in class and refer to when teaching about key artists and their artworks. Timeline can be found in 'Art subject folder' on the server.KS1to use history timeline to identify artists and art periods.



- Displays of children's artworks is a wonderful celebration. Artworks should be displayed in the classroom or on the display board outside the classroom. Include relevant information such as the basics of colour, line, shape, tone, texture and pattern. Have key words on display relating to the key artist and key artwork.
- Trips to art galleries, museums, virtual experiences and visiting experts is encouraged to enhance the children's learning experience. These should be planned in advance of the topic and take place at the start of each half term.
- Knowledge organisers need to be present in sketchbooks at the beginning of each new topic. These give the children key facts, resources to be used and are a reminder of what they have learnt and will be learning. They will include information about the key artists and key artwork, key vocabulary and definitions, learning journey and inspirational ideas and useful websites and health and safety measures. Skills to be assessed. (See appendix 2 for an example)
- Photographic examples from each unit of work to be put into 'Art Gallery folder' on server. Include photographs of finished artworks, artwork in progress and children using the key skills, for example mixing colours. SEND and GT pupils work to be shown.
- Storage of work – The National Curriculum states that children in KS2 should create sketchbooks to record their observations and use sketchbooks to review and revisit ideas. Examples of Artworks not produced in a sketchbook are to be kept until the end of the year as this will allow for evidence of progress. At the end of the academic year samples will be kept but very child will take some artwork home. We can then showcase the work that is being produced.
- Art themed days planned in advance to showcase art and progression and the schools vision for the subject.
- Key Vocabulary to be used in every lesson and displayed along with artworks. Vocabulary for each unit will be in knowledge organisers.(Appendix 1)

Resources and materials:

Materials and resources for units of work in all year groups will be kept in the art storeroom. They will be shared across year groups and key stages. Knowledge organisers will state what is needed to teach the lessons and will be ordered by subject coordinator. Any new requests for resources or materials must be made through subject coordinator well in advance of teaching a unit of work and approved by SLT.

- The school library has a good selection of books to support the teaching of art and great artists.
- Non practice resources can be found on server under Art.

Monitoring:

- Sketchbooks will be taken for scrutiny to look for coverage and progression in each class. The variety of activities will also be observed through these scrutinies. Examples of work will be taken to form an art portfolio.
- Planning will be looked at termly to ensure the short term planning relates to MTP/LTP.
- The school target tracker will be used to monitor progress on a termly basis and will be used to address gaps in learning and inform future planning. Seesaw will inform home learning progress.
- Pupil interviews/voice questionnaires will be conducted and analysed to inform future teaching/experiences.

Differentiation:

- Differentiated learning objective/outcome and or success criteria. SEND pupils and the talented to be identified.
- Differentiated tasks, e.g. one group might be taking part in a skills activity, while another group is writing a fact file about an artist or a key artwork whilst another group is continuing to add detail to an artwork.
- Differentiated tools e.g. size of paintbrush, type of pencil etc.
- Level of support: Scaffolding, guided/modelled etc.

Marking Feedback and assessment:

Marking and feedback in art differs from all other subject areas but is essential. It is sometimes difficult to ascertain which part of an art lesson requires assessment. Do however, build assessment into each lessons. Formative assessment can be self-*, teacher or peer.

- When assessing watch for how the children are using the tools and materials and address misconceptions.
- Give children when appropriate support or verbal prompts to improve their technique. For example, if you see that a child who is supposed to be making an observational

drawing has not glanced at the subject in a long time, then you know that he or she is not observing it well enough.

- With all assessment, it is only fair to assess the children on what you have taught them, so being clear about expectations is the best place to start.
- Work should be marked as per the school marking policy.
- Please ensure that all lessons have an objective at the top of the children's work in sketchbooks/ artworks. Allow for opportunities for children to be able to self-assess*
- Keep the art LO (from the MTP), in mind when marking at the work and giving feedback.
- Give feedback about effort, use phrases like, "I noticed..." or, "I see that you...." Don't judge the work, encourage next steps to develop Growth Mind-set.
- Remember that when writing green comments, think pinks and next steps, they should be related to learning Art.
- Be specific. Avoid using general language like 'that looks great' or 'its fab'. Always describe the specific part of the work or skill for which you are providing feedback, for example: 'I like how you have drawn your image but I have noticed that it is missing some of the skills we have been practicing.
- Question: For example, 'This section of your painting has interesting colours and textures, but I notice the foreground doesn't look as finished. What are you planning to do?

Think pinks should:

- To move children on to their next step of learning by reminding children as to how to improve a skill and make progress.
- Be constructive yet helpful.
- Be related to the work they have been doing in the lesson.
- Challenge the children further and allow them to question more.
- Develop their understanding of the meaning of specific vocabulary related to art skills and key artists and artworks.

Think pinks in Art:

Key artists:

What do you see when you look at the painting?

Do you like it and why?

How does the painting make you feel?

What shapes can you see?

What would you change about it?

Think pinks should not be critical or judgemental.



Art Vocabulary Progression Grid



	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Drawing	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,	Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression	observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, wet media, a, tonal contrast, mixed media, shading, hatching, blending, Perspective and Composition: perspective, single focal point, horizon, composition, scale, foreground, middle ground, background
Painting	Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, 2D, observation, imagination, scale, size, fine motor skills	Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media	Colour: mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster	Sketchbooks, record, observation, review, revisit, improve, design techniques, materials Colour: mix and match, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours, imagination
Sculpture	Experiment, properties of clay, plasticine, dough, explore, mark making, textural effects, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor	Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, properties, paint, create, textural effects Form: experiment, constructing, joining, natural, manmade materials Texture: surface, malleable material, build textured tile	Record, observe, review, revisit, improve, mastery, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slabs, coils, slips	Record, materials, observations, review, revisit, improve, design techniques, intricate patterns, textures, malleable, clay, slabs, coils, slips, ma clay, slabs, coils, slips, materials, sculptures
Collage	Experiment, media, understand, glue, sticking, paper, fabric, natural materials, textural effects, observation, imagination	Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Add collage to a painted, printed or drawn background. Use a range of media to create collages.

Textiles	Practise, threading skills, basic running stitches, understand, join, fabric, decorate	Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plating. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc Create cords and plats for decoration. Colour Apply colour with printing, dipping, fabric crayons. Create and use dyes ie onion skins, tea, coffee. Texture Create fabrics by weaving materials ie grass through twigs.	Use collage as a means of collecting ideas and information and building a visual vocabulary. Use a variety of techniques eg printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist.	Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending work from initial ideas. Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Printing	Experiment, printing, media, understand, techniques	Print with a range of hard and soft materials eg corks, pen barrels, sponge. Make simple marks on rollers and printing pallets. Take simple prints ie mono printing. Roll printing ink over found objects to create patterns eg plastic mesh, stencils. Build repeating patters and recognise patters in the environment.	Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays.	Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media eg pens, coloured pens and paints.

			<p>Create simple printing blocks with press print. Design more repetitive patterns. Colour Experiment with over printing motifs and colour. Texture Make rubbings to collect textures and patterns.</p>		
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LS Lowry 1887-1976 Year 2 Art

Key Skills	SA	TA
I can mix paint from 'Lowry colours'.	○ ○ ○ ○ ○	○ ○ ○ ○ ○
I can paint a seascape.	○ ○ ○ ○ ○	○ ○ ○ ○ ○
I can tell you something about 'Lowry colours'.	○ ○ ○ ○ ○	○ ○ ○ ○ ○
I can tell you something about Lowry's seascape paintings	○ ○ ○ ○ ○	○ ○ ○ ○ ○

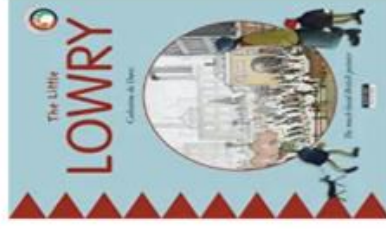
Subject Specific Vocabulary	
Salford	City in north west of England, next to Manchester.
Manchester	City in north west of England, next to Salford.
landscapes	Landscape is one of the principal types or genres of subject in Western art. It shows a scene.
industrial	A landscape showing working scenes such as: factories, mills and mines.
urban	Set in a town or city, not the countryside.
mill	A large building where textiles are made.
factory	A large building where objects are made, for example: machinery.
matchstick	Thin, like a match stick.
perspective	The term perspective refers to the representation of objects in three-dimensional space on the two-dimensional surface of a picture. Closer objects are bigger than objects in the distance.



Sticky Knowledge about LS Lowry

- Laurence Stephen Lowry was born in Salford, Manchester and lived in Manchester and Salford all his life.
- He painted the everyday people and places around where he lived. He was famous for his industrial landscapes, often showing mills and factories.
- He was famous for his match stick figures. There was even a song about him 'Matchstalk men and Matchstalk cats and dogs'.
- He was the official artist for the Queen's coronation in 1953.
- He was a big Manchester City FC fan.

Exciting Books



Websites;
<https://www.bbc.co.uk/bitesize/clips/zc9jxnb>

Art vocabulary:
 Brush, size and types, scale,
 Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media