

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.

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Intent

Carlinghow Academy's curriculum is driven by the academy's vision that all children 'can and will succeed'.

We provide an ambitious knowledge engaged curriculum that offers exciting and meaningful learning opportunities that motivate and inspire.

The curriculum is underpinned by the National Curriculum and ensures that, at each stage of their learning journey, each child acquires a rich bank of knowledge and skills. This knowledge and these skills in all curriculum subjects are learned, practised, retrieved and remembered at every stage of their journey through school.

Our curriculum is not narrowed, we have designed an ambitious curriculum based on the knowledge of our learners that includes a high proportion of disadvantaged and SEND pupils to ensure that they are equipped with the knowledge and cultural capital they need to succeed in life. Where appropriate a bespoke and highly personalised curriculum offer is made to individual pupils.

Our cross-curriculum approach is designed so that subject specific skills are taught within an exciting topic each half term and enables our children to make meaningful links and become passionate about their own learning and wellbeing. Hooks, enrichment activities and extra-curricular opportunities supplement each topic to enable our children to make connections in their learning and acquire a deep understanding. We ensure that the links we make are real, not contrived and choose areas where genuine connections between subjects occur naturally. Ensuring that the connections make sense to the children.

We are determined that every child, will have a lifelong love of Art, and will be able to comprehend and utilise tier 2 and tier 3 vocabulary by the end of Year 6.

We have created an environment where children are motivated to learn together in a respectful, safe and trusted learning environment where individual success are celebrated. It is our intent that when our pupils leave school, they will articulate tier 3 vocabulary of the Art curriculum. They will know and remember key learning of Art from their primary years.

Implementation

The curriculum is a knowledge engaged curriculum based on good quality resources and an understanding of foundational knowledge that can be built throughout school. This Art guide explains how the Art curriculum is implemented at Carlinghow Academy.

The school has adapted the curriculum to help reflect and represent the diversity of our pupils to ensure all children have the opportunity to learn. Creativity and teacher expertise, underpinned by high quality research informed CPD, is woven into the curriculum with specialist teachers and outside agencies working with pupils and teachers, sharing good practice and ensuring that learners learn from the best.

Impact

The impact of providing such an ambitious curriculum driven by the academy's vision and values and taught by skilled teachers ensures that the children of Carlinghow Academy leave prepared for the next stage of their education and able to succeed in life. Knowledge, understanding and skills are secured and embedded through flashbacks and tier 3 vocabulary so that children attain highly. They take pride in all that they do, always striving to do their best. They demonstrate emotional resilience and the ability to persevere when they encounter challenge. They develop a sense of self-awareness and become confident in their own abilities. They are kind, respectful and honest, demonstrate inclusive attitudes and have a sense of their role in our wider society. They have strong communication skills, both written and verbal, and listen respectfully and with tolerance to the views of others. They take risks and are emotionally resilient recognising that we make mistakes and learn from them. They

dream big and have high aspirations fostered by the belief that with determination and hard work anything is possible.

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, collage, printing and sculpting. 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 ensure 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.

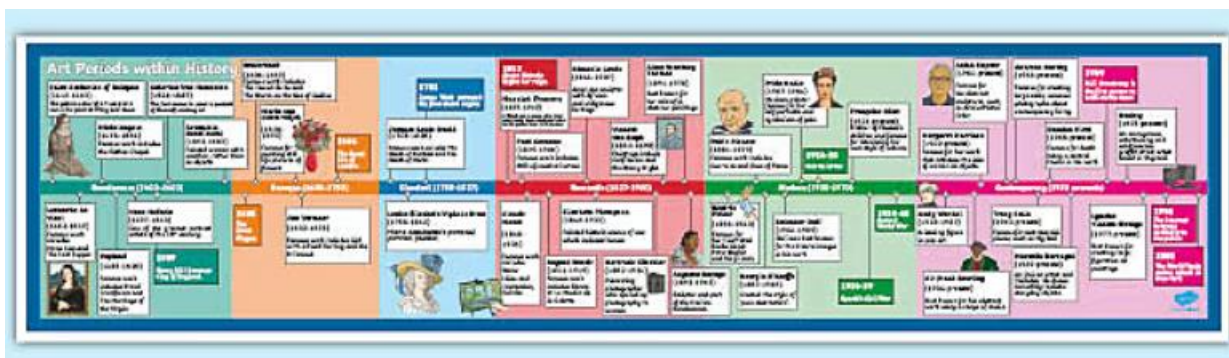
Progression of skills throughout the school

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. • 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. KS1 to 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 Knowledge Organisers should be in books at the start of each new unit. These are found on the server > Curriculum 2023-24 > Art Knowledge Organisers. Please make sure you print out the correct unit knowledge organiser and stick it in the children's books before they start the next unit of work. These should be reviewed with pupils at the start and end of each lesson. The knowledge organisers contain sticky knowledge that children will need to learn over the course of the unit. These are also the objectives children are assessed against on Arbor.
- The knowledge organisers 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 every 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 school's 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).
- At the beginning of each lesson, a flashback to be completed to recap on past learning and use specific vocabulary.

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.
- Arbor 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 lesson. Formative assessment can be self-*, teacher or peer.

- Learning objectives should be placed at the top of each piece of work. At the end of the lesson children should be given the opportunity to assess their own learning by colouring or ticking in the relevant self-assessment circles.
- Work should be marked as per the school marking policy. All marking should be up to date and the pyramid should be completed showing whether the learning objective has been met or the child is working towards.
- 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.

Assessments

- Teachers should fill in the assessment sections on the knowledge organisers after teaching each objective. This should then be used to inform your judgements when completing assessments on Arbor.
- Arbor should be updated at the end of every Art unit (or lesson if preferred).

Formative and summative assessments are recorded on Arbor.


Formative assessments are completed using learning objectives and knowledge organisers in books.

Summative assessments are completed termly and is a best-fit snapshot of a child's development and progress in Art at a particular point in.

Assessments will be completed by the class teachers

Subject Assessments	KS1	LKS2	UKS2
Aut 1	Arbor Formative Statements Cycle A - Food, Glorious Food!		
Aut 2	Summative Assessments on Arbor	Arbor Formative Statements Cycle A - Stone Age Rocks! Arbor Formative Statements Cycle B - I want my Mummy Summative Assessments on Arbor	Arbor Formative Statements Cycle A - Who let the Gods out? Arbor Formative Statements Cycle B - Lest we forget. Summative Assessments on Arbor
Spr 1	Arbor Formative Statements Cycle A - Rumble in the Jungle		
Spr 2	Arbor Formative Statements Cycle B - Amazing Australia Summative Assessments on Arbor	Arbor Formative Statements Cycle A - Urban Pioneers Summative Assessments on Arbor	Arbor Formative Statements Cycle B - Light it up Summative Assessments on Arbor

Sum 1		Arbor Formative Statements Cycle B - Beast Creator	Arbor Formative Statements Cycle B - Endangered
Sum 2	Arbor Formative Statements Cycle A - Our Wonderful Town Arbor Formative Statements Cycle B - Secret Garden Summative Assessments on Arbor	Arbor Formative Statements Cycle A - Ruthless Romans Summative Assessments on Arbor	Summative Assessments on Arbor



Art Vocabulary Progression Grid

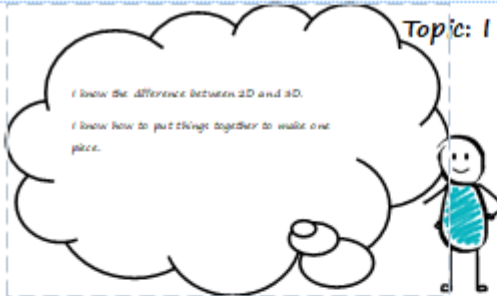
	EYFS	Years 1 & 2	Years 3 & 4	Years 5 & 6
Drawing	Line, thick, thin, wavy, straight, pencil Finger, stick, chalk, pastel, felt tip	Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: 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.

<p>Textiles</p>	<p>Practise, threading skills, basic running stitches, understand, join, fabric, decorate</p>	<p>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, plaiting. 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.</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>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.</p>	<p>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.</p>
<p>Printing</p>	<p>Experiment, printing, media, understand, techniques</p>	<p>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.</p>	<p>Create printing blocks using an impressed or relief method. Create repeating patterns. Print with two colour overlays.</p> <p>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>	

		<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>	

Topic: I want my Mummy!

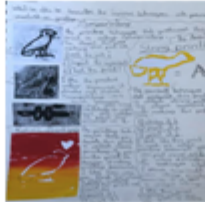
Art Focus: Printing



I will be learning	Self assessment	Teacher assessment
I can create a sketchbook to record my observations and use it to review and revisit ideas.	○ ○ ○	○ ○ ○
I can improve my mastery of art and design techniques, including drawing, painting and sculptures with a range of materials (e.g. pencil, charcoal, paint).	○ ○ ○	○ ○ ○
I can use a variety of resources to find out about aspects of life in the past.	○ ○ ○	○ ○ ○
I know about some of the great artists, architects and designers in history and can describe their work.	○ ○ ○	○ ○ ○

What I will know
Much of the artwork created by the Ancient Egyptians had to do with their religion. They would fill the tombs.
Key Artwork: Queen Nefertiti from the York Project (Yr3)
This is a picture on a tomb wall of Queen Nefertari, wife of Ramses the Great. The Egyptians used the colours, blue, black, red, green and gold. She is famous for her beautifully decorated tomb in the Valley of the Queens. This type of artwork was called New Kingdom Art.

Vocabulary
Relief print
sculptures
Colour print
Hieroglyphics



I will be learning next:

To use different textures to create a collagraph plate in the form of a flower.