

# Art Curriculum Plan

This document is to support the teaching of Art across school. It is broken down into three main Learning Objectives, with each Learning Objective having Assessment Checkpoints. These Checkpoints show progression in ideas and techniques as children move through school and develop their skill.

## Overview

In this section, an overview of how Art can be approached is outlined, and suggestions of opportunities for teaching it in class. In terms of the children's ideas and inspiration, it is important that a logical process is taken, as below, so as to ensure the children can access the lessons.

## Main Learning Objectives

These learning objectives are deliberately broad and can be adapted to best suit the lesson and its outcome. However, they are best used to build a lesson, in order to have a real purpose for the art which is being taught. They can be used independently as a basis for a lesson, or used together as smaller focusses. The learning objectives link in to the Assessment Checkpoints in the next section.

| Foundation Stage  | Key Stage One   | Key Stage Two  |
|---|---|--|
| Children should explore colour and how colours can be changed (through mixing) and understand that they can use lines to enclose a shape, and then begin to use these shapes to represent objects. They should use what they have learned about media and materials in original ways, thinking about uses and purposes. | Children should use their own experiences and ideas for artwork, and share ideas using drawing, painting and sculpting. Through this approach they explore a variety of techniques and tools. Explicitly and through their artwork, children should learn about a range of artists, artisans and designers. | Children should use their own experiences and ideas, as well as other subjects across the curriculum to inspire their artwork. They should develop and share ideas in a sketchbook and in finished products. Explicitly and through their artwork, children should learn about the great artists, architects and designers in history. |

### ◇ **I can develop ideas.**

This would be where children are given the opportunity to think critically about a piece of art, including theirs or that of their peers, and develop their own opinions. It can also be used to edit and improve existing work.

### ◇ **I can master techniques.**

This is where the children are given the opportunity to practise, develop and subsequently master the techniques they are working with. This can obviously be a long process, with time frames being relative to different children. It is important that children are continually given the opportunity to develop and master.

### ◇ **I can take inspiration from the greats.**

This is an opportunity to learn about specific artists and their styles. This could be the children replicating a style, technique, or view an artist holds. This is also an opportunity to learn explicitly about the artist as a person, including their background and history as necessary.

## Assessment Checkpoints

For each Main Learning Objective, there are three Assessment Checkpoints, which show the progression of Art through school. These are loosely based on the key stages of the school (Assessment Checkpoint 1 being Foundations Stage, Assessment Checkpoint 2 being Key Stage One, and Assessment Checkpoint 3 being Key Stage Two), however as children develop their skills and techniques, they may progress through the Checkpoints. Teachers should look for opportunities for children to learn within their Checkpoints at all times, a children should only move on when it is obvious they are secure in the current Milestone.

|                             | Assessment Checkpoint 1   | Assessment Checkpoint 2  | Assessment Checkpoint 3  |
|-----------------------------|---|--|--|
| <b>I can develop ideas.</b> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Discuss ideas and starting points given to them, giving basic feedback.</li> <li>• Explore ideas by collecting visual information.</li> <li>• Explore different techniques, materials and tools as their ideas develop.</li> </ul> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Discuss ideas and starting points given to them, giving opinions and reasons for.</li> <li>• Collect information, sketches and resources, as a way of presenting these ideas.</li> <li>• Explore ideas in a variety of ways, using tools and different techniques.</li> <li>• Respond to artwork using visual language to describe its features.</li> </ul> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Develop and extend ideas from starting points across the curriculum.</li> <li>• Collect information, sketches and resources and present their ideas imaginatively in sketch books.</li> <li>• Use materials and tools to enhance the quality of their ideas.</li> <li>• Notice the potential in unexpected results as their artwork progresses.</li> <li>• Respond to an discuss artwork using visual language to describe its features, and what impact it has on the observer.</li> </ul> |

|                                 |           | Assessment Checkpoint 1   | Assessment Checkpoint 2  | Assessment Checkpoint 3  |
|---------------------------------|-----------|---|--|--|
| <b>I can master techniques.</b> | Painting  | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary colours.</li> <li>• Add white to colours to make <u>tints</u> and black to colours to make <u>tones</u>.</li> <li>• Create colour wheels.</li> </ul>        | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques, and thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours independently.</li> <li>• Use watercolour paint to produce washes and backgrounds.</li> <li>• Experiment with colour to show mood.</li> </ul>  | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Sketch light construction lines before painting to combing line and colour.</li> <li>• Choose and create colours to match to the natural and built world, and to create and enhance the mood.</li> <li>• Use the qualities of different paints to create visually interesting pieces.</li> </ul>                      |
|                                 | Sculpture | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Combine shapes and include lines and texture to create a sculpture.</li> <li>• Use straws, paper, card, and clay as materials.</li> <li>• Use techniques such as rolling, cutting, and moulding.</li> </ul>                              | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create forms which represent recognisable forms.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul>   | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real life proportions.</li> <li>• Produce abstract interpretations.</li> <li>• Use tools to carve and add shapes, texture and patterns.</li> <li>• Combine aesthetics and texture in models.</li> <li>• Use frameworks, such as wire or moulds, to create stability and form.</li> </ul> |
|                                 | Drawing   | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour and neatly adhering to shapes and lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones using coloured pencils.</li> </ul> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Use hard and soft pencils to show line, tone and texture.</li> <li>• Annotate sketches to explain and elaborate.</li> <li>• Sketch lightly and use construction lines. This should replace the use of rubbers.</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects.</li> <li>• Choose appropriate techniques and lines to show movement, perspective, shadows, and reflection.</li> <li>• Choose a style of drawing which matches the style of work undertaking (realism/abstract).</li> </ul>                                    |

|   | Assessment Checkpoint 1   | Assessment Checkpoint 2   | Assessment Checkpoint 3   |
|---|---|---|---|
| <p><b>I can take inspiration from the greats.</b></p> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, architects and designers.</li> <li>• Create original pieces which are influenced by studies of certain artists.</li> </ul> | <p>Children should:</p> <ul style="list-style-type: none"> <li>• Give details, including sketches, about notable artists, architects and designers..</li> <li>• Relate to and show how the work of those studied has influenced society and other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul> |