

Art and Design



Curriculum Implementation

As a minimum, Green Ridge seeks to provide children with the following knowledge, skills and understanding as outlined in the [National Curriculum](#) (2014):

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Programme of study

At Green Ridge, we plan and create our own art lessons linked to a termly theme. Specific skills have been mapped across the different units, to ensure that they are developed across the different year groups.

Each term the children will be either teaching Design and Technology or Art and Design. If the children are learning about Art and Design, then they will have a dedicated lesson each week. This ensures that sequences of learning can be planned and developed over a specific period of time. This way lessons are not just 'one off' art lesson. Instead, teachers have the time to assess the level of skill and develop a programme of study that allows all children opportunities for continuous progression. Some elements will be revisited throughout these units. This includes planning, sketching and evaluation. However, we want to ensure that the children's art education goes beyond this, ensuring the children use a broad range of mediums.

Each of the units listed here have corresponding knowledge organisers which outline the specific skills, mediums, artistic influences and vocabulary used.

Curriculum Overview

Key Stage	Year group	Autumn Term Unit of learning	Spring Term Unit of learning	Summer Term Unit of learning
KS1	One		Famous Artist Kandinsky	
			Painting	
	Two	Sculpting and Pottery Making mugs		Famous Artist Study: Quinten Blake Drawing and Sketching (include watercolours & ink pens)
Emma Bridgewater		Drawing & Painting		
KS2	Three		Famous artists study: David Hockney	
			Collage	
	Four	Painting self-portraits (surrealism)		Collage (cubism)
		Famous artist study: Frida Kahlo.		Famous artist study: Picasso
	Five	Painting landscapes		
		Famous artist study: Turner		
Six	Printing	3D sculptures Greek art and design Clay pots		
	Famous artist study: Banksy	3D Work		

How often is Art taught?

Each term the children will be either teaching Design and Technology or Art and Design. If the children are learning about Art and Design, then they will have a dedicated lesson each week. This allows Art lessons to be taught as part of a sequence and therefore children can build upon their previous learning with opportunities for the children to be assessed within these sessions.

What skills are covered within the different year groups?

As previously mentioned, we want to ensure that our art lessons are purposeful and build on the previous skills the children have acquired. To ensure this, we have developed opportunities for children to revisit certain elements within the curriculum, such as painting or printing. This way, the children will be able to apply their skills from previous sessions and develop them.

The below overview outlines the skills taught within each unit and the focus technique.

Art and Design

Skills Overview

EYFS Early learning goals	Unit	Creating with Materials				
	Skills	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.	Make use of props and materials when role playing characters in narratives and stories.		

Year One	Unit	Famous Artist Kandinsky				
	Technique	Painting				
	Skills	Explores making marks on a variety of papers	Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Explores mark-making using thick brushes, foam and sponge brushes	Experiments with and enjoys colour	

Year Two	Unit	Pottery (Emma Bridgewater)					
	Technique	Sculpture and Pottery					
	Skills	Awareness of natural and man-made forms	Expression of personal experiences and ideas	Create shape and form from direct observation (malleable and rigid materials)	Replicate patterns and textures and consider decorative techniques e.g. painting/printing	Look at the mass production of pottery and understand the process.	
	Unit	Famous Artist Study: Quinten Blake Drawing and Sketching					
	Technique	Drawing and Painting					
	Skills	Explores tone using different grades of pencil, pastel and chalk	Explores shading, using different media	Draws familiar things from different viewpoints	Uses line, tone and shade to represent things seen, remembered or imagined		

Year Three	Unit	Famous artists study: David Hockney					
	Technique	Collage: Photography					
	Skills	Selects and sorts, cuts, tears, stitches and discusses	Has experience of adhesives and decides on the most effective for a given task	Develops skills of overlapping and overlaying	Develops awareness of contrasts in texture and colour	Experiments with creating mood, feeling, movement and areas of interest	Uses the natural environment or townscapes as a stimulus

Year Four	Unit	Famous artist study: Frida Kahlo					
	Technique	Painting self-portraits					
	Skills	Can analyse work of an artist and explore their particular style.	Uses colour and marks to express mood	Introduces different types of brushes for specific purposes			
	Unit	Famous artist study: Picasso					
	Technique	Collage (Cubism)					
	Skills	Selects and uses materials to achieve a specific outcome	Embellishes, using a variety of techniques, including drawing, painting and printing	Applies knowledge of different techniques as a form of expression	Designs an artefact, using knowledge of techniques, for a specific outcome		

Year Four	Unit	Famous artist study: Turner					
	Technique	Painting					
	Skills	Creates pattern using different tools and colours	Uses colour and marks to express mood	Represents things observed, remembered or imagined, using colour/tools	Introduces different types of brushes for specific purposes	Explores the effect on paint of adding water, glue, sand, sawdust	Introduces primary and secondary colours with the addition of black and white and other hues

Year Six	Unit	Famous artist study: Banksy					
	Technique	Printing					
	Skills	Explores colour mixing through printing, using two colours and a variety of materials	Compares own image and pattern making with that of well-known artists	Recreates images through relief printing using card	Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief	Experiments with approaches used by other artists	
	Unit	3D sculptures Greek art Clay Pots					
	Technique	3D work					
	Skills	Compares and recreates form and shape to natural and made environments	Uses stimuli to create simple 2D and 3D images using a variety of tools and materials	Begins to look at colour and pattern in 3D structures, transferring the knowledge to their own work	Explores how stimuli can be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour	Looks at 3D work from a variety of genres and cultures and develops own response through experimentation	Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings

Assessment

How is progress measured?

Progress is measured through teacher unit assessment. At the beginning of each unit the children will complete a 'cold task' where they will complete a piece of art based on their topic's focus skill. Before planning a unit, teachers will review the skills required for the unit and use this within their knowledge organisers and art lessons. Children will then be assessed within a 'final art piece' that will encompass the skills built up over the course of the unit.

