

Knights Templar Community Church School and Nursery
Work at it with all your heart



Art and Design

(subject progression)

Intent, Implementation and Impact



Knights Templar Community Church School and Nursery



Curriculum Area: Art and Design

Intent

At Knights Templar Community Church School, we aim to ensure that learners become confident and creative artists. We place a large emphasis on creativity and opportunities to explore their own artistic visions. Learners are encouraged to experiment with a wide range of different materials and medias to create something new and develop their own skills.

We see Art and Design as a multi-skilled, cross-curricular, interconnected subject, which encourages individual creativity and independence. We want all of our learners to develop a love of Art and to learn to appreciate individual expressions of creative thinking and activity.

We want them to develop confidence in their own creativity and an enthusiasm when approaching a challenge. We set out to provide an exciting and varied Art and Design curriculum that will inspire and encourage learners' natural curiosity and artistic skills. All learners will achieve their full potential.

Our intent is that all learners will develop their Art and Design knowledge and skills to at least a good level, which will encourage a love of research and passion for the arts leading into adult life.

'He has filled them with skill to do every sort of work done by an engraver or by a designer or by an embroiderer in blue and purple and scarlet yarns and fine twined linen, or by a weaver—by any sort of workman or skilled designer.' Exodus 35:25

We want to teach Art and Design in a way that:

- delivers Art and Design in line with the Early Years and National Curriculum framework*

- *creates a lively, exciting and stimulating environment*
- *promotes the concept that acquiring Art and Design knowledge and skills provides the foundation for understanding the world around them*
- *develops creativity and expression*
- *encourages learners to use subject specific vocabulary*
- *allows time for partner talk in order to stimulate and develop a curiosity*
- *challenges learners to stretch themselves and take risks in their creativity*
- *promotes resilience when approaching problem solving*
- *enables learners to develop opinions and thoughts that reflect the way that they feel when engaging with examples of creativity in all its forms*
- *encourages our learners to appreciate the work of leading examples of creative excellence and to be able to create unique pieces of their own*
- *provides high quality modelling and scaffolding of the skill leading to high quality Art and Design work*
- *promotes learners learning through exploring different artists' styles whilst acquiring new skills*
- *create cross-curricular links wherever possible*

Implementation

All learners will develop through weekly Art and Design sessions as well as through blocked units of work. The teaching and learning in Art and Design, is promoted through cross-curricular opportunities, as well as through discrete subject teaching, supported with quality resources. Planning encourages drawing as the starting point for all creative thinking with close observation skills being developed from an early age. All lessons will be well resourced and meaningful to ensure that all learners have the chance to reach their full potential.

Learners will progressively acquire, use and apply a growing bank of vocabulary, skills and knowledge in order to develop into confident, accurate and meaningful artists. We believe that it is important that learners are allowed to explore Art and present their findings in a range of medias including drama, song and dance; to that end, the school ensures all cross-curricular links are made whenever possible and learners are given the opportunity to discuss their design choices and influences.

What an Art and Design lesson looks like in our school:

Art and Design is taught in a cross-curricular and discrete way throughout the school with evidence in our class curriculum portfolios. It may be taught in a series of linked learning experiences or as a block of focused study. At reception it will form part of the enrichment continuous provision opportunities. It will include:

- *opportunities to inspire learners' curiosity about Art and Design through working with artists at our local CONTAINS ART and Gallery.*
- *workshops led by CONTAINS ART here in school using the indoor and outside spaces*
- *displays in classrooms and corridors inspiring learners to show-case their work*
- *resources in activity areas for each year group starting in reception*
- *studies of artists and designers who will form the basis for the development of art appreciation*
- *links to computing and IT*

Assessment

The assessment for learning agenda generates the evidence which informs the overall teaching assessments. The knowledge bites within the long-term plans, set out what the children need to be taught and need to remember. Teacher assessments make end of unit judgements through a best-fit model. Where learners are not developmentally at age related expectation, interventions linked to gross motor and fine motor skills will be implemented.

Impact

By the end of their time at Knights Templar, our young artists will be:

- ***Confident individuals*** who have developed an increasing range of artistic specific vocabulary, appreciate the awe and wonder through the experience of creating pieces that are unique and understanding and celebrating the work of others.
- ***Successful learners*** who thrive on curiosity, close observation, self-expression, the ability to ask questions and to use a rich source of language to express how they feel, what they see and what they like.
- ***Responsible citizens*** who understand the power of art and design in the world in which we live and the contribution it makes to our lives on a personal and wider level.

Statutory Expectations:

Early Years Foundation Stage Framework:			
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.
	Personal, social, and emotional development	Self-Regulation	<ul style="list-style-type: none"> • Set and work towards simple goals • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
	Expressive arts and design	Creating with Materials	<ul style="list-style-type: none"> • 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. • 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.
National Curriculum			

KS1	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• 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.
KS2	<p>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:</p> <ul style="list-style-type: none">• 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.

Knights Templar Community Church School Long Term Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Year A		<p><i>Colour Chaos: Rothko</i></p> <p><i>Can I mix primary colours to make secondary colours?</i></p>	<p><i>Pattern: Carribbean Themed</i></p> <p><i>Can I print a pattern?</i></p>		<p><i>Weaving</i></p> <p><i>Can I make a basket to hold a plant?</i></p>	<p><i>Observational Drawing</i></p> <p><i>Can I make an observational drawing of Watchet's Harbour?</i></p>
KS1 Year B	<p><i>Colour and Pattern</i></p> <p><i>What was Frida Kahlo famous for?</i></p>	<p><i>Sculpture and Imagination</i></p> <p><i>Who was Andy Goldsworthy?</i></p>		<p><i>Observational Drawing and Sketching</i></p> <p><i>Can I create botanical drawings?</i></p> <p><i>Charles Darwin</i></p>		
KS2 Year A	<p><i>Pharaoh's Portraits</i></p>	<p><i>Tinga, Tinga African Animal Art</i></p> <p><i>Animals from Africa in different mediums</i></p>	<p><i>Cave Art and Stone Stackers</i></p> <p><i>Manu Topic and Michael Grabit</i></p>	<p><i>Weather and Art</i></p> <p><i>Explore how artists respond to the changing environment through art work</i></p> <p><i>EG Hokusai: the Great Wave that swept the world</i></p>		

<p>KS2 Year B</p>	<p>Create a sculpture based on Viking mythology</p> <p>Design and paint own tree of life, based on Viking God Odin.</p> <p>Vikings make their mark: runes and alphabet</p>			<p>Famous Artists Banksy (Bristol Artist)</p>	<p>Brazilian Artists Romero Britto Replicate the style using Rainforest animals</p>	
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Linear Links across EYFS/KS1/KS2 focus on:

Drawing	Colour	Texture
Form	Printing	Pattern

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Art Progression of knowledge and skills

Please draw upon later or earlier skills to support and extend Learners. You should focus on one of these skills each half term with some objectives crossing over into other units. Drawing should be developed weekly and studying the works of famous artists should be fitted into all areas.

Knowledge and Skills Progression Map KS1 Year A

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Pupils should be taught: □ to use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> 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, 		<p>Colour Chaos: Rothko</p> <p>Can I mix primary colours to make secondary colours?</p> <p>½ KN: Know the names of all the colours.</p> <p>½ KN: Through teaching know that by mixing colours together you can make new colours.</p>	<p>Pattern: Caribbean Themed</p> <p>Can I print a pattern?</p>		<p>Weaving</p> <p>Can I make a basket to hold a plant?</p>	<p>Observational Drawing</p> <p>Can I make an observational drawing of Watchet's Harbour?</p> <p>½ KN: Extend the variety of drawings tools and know how to effectively manipulate charcoal, pen and chalk.</p> <p>½ KN: Know how to explore different</p>

<p>pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> 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. 		<p>½ KN: Know how to create collections of colour; different sorts of green, blue, purple etc. Know a wider range of vocabulary to be able to describe these.</p> <p>½ KN: Know the vocabulary associated to light and dark to evaluate – light/dark</p> <p>½ KN: Know how to explore applying colour with a range of tools for enjoyment</p>				<p>textures and experiment with mark making.</p> <p>½ KN: Know how to observe and look closely for detail and to draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>½ KN: Know where to find patterns in the natural and man-made world and to be able to articulate what they see/how it makes them feel.</p> <p>½ KN: Through a developing visual awareness, know what the human</p>
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						<p>body looks like and know how to draw accurate drawings of people.</p> <p>½ KN: Know how to look closely and interpret their own versions of drawn objects in both the natural and man-made world.</p>
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Knowledge and Skills Progression Map KS1 Year B:

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught: □ to use a range of materials creatively to design and make products	<p>Colour and Pattern What was Frida Kahlo famous for?</p> <p>½ KN: Know the language of colour</p>	<p>Sculpture and Imagination Who was Andy Goldsworthy?</p>		<p>Observational Drawing and Sketching Can I create botanical drawings?</p>		

<ul style="list-style-type: none"> 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 	<p>to describe colours by objects – ‘raspberry pink, sunshine yellow’</p> <p>½ KN: Know how to make as many tones of one colour as possible using primary colours and white.</p> <p>Know how to darken colours without using black</p> <p>½ KN: Know how to mix colours to match those of the natural world – colours that might have a less defined name</p> <p>½ KN: Know how to work in different sizes using colour on a large</p>	<p>½ KN: Know the difference between natural and man-made forms and environments</p> <p>½ KN: Know how to create ideas through modelling and observation</p> <p>½ KN: Know how to use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>½ KN: Know how to manipulate a range of tools for shaping, mark making, etc.</p> <p>½ KN: Know how to construct from found junk materials.</p>		<p>Charles Darwin</p> <p>½ KN: Know that we can express our thoughts, experiences and feelings through drawing.</p> <p>½ KN: Know how to look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. Refer to pattern and texture.</p> <p>½ KN: Know that an artist’s work can influence how we feel.</p> <p>½ KN: Know how to sketch an idea quickly to make</p>		
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disciplines, and making links to their own work.	scale, A3/A2, playground.	<p>½ KN: Know how to replicate patterns and textures in a 3-D form.</p> <p>½ KN: Know the language (sentence stems) to begin to make simple thoughts about own work and that of other sculptors. (Moore, African, Native American, Goldsworthy)</p>		<p>quick records of something.</p> <p>½ KN: Know how to use drawings in other areas of their learning to work out ideas and solve problems.</p>		
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Knowledge and Skills Progression Map KS2 Year A:

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupils should be taught to develop their techniques, including their control and their	<p>Pharaoh's Portraits</p> <p>¾ KN: Extend the variety of drawings tools and know</p>	<p>Tinga, Tinga</p> <p>African Animal Art</p>	<p>Cave Art</p> <p>and Stone Stackers</p> <p>Manu Topic and Michael Grabit</p>	<p>Weather and Art</p> <p>Explore how artists respond to the changing</p>		

<p>use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <ul style="list-style-type: none"> 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, 	<p>how to effectively manipulate charcoal, pen and chalk.</p> <p>$\frac{3}{4}$ KN: Know how to explore different textures and experiment with mark making.</p> <p>$\frac{3}{4}$ KN: Know how to observe and look closely for detail and to draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>$\frac{3}{4}$ KN: Know where to find patterns in the natural and man-made world and to be able to articulate what</p>	<p>Animals from Africa in different mediums</p> <p>using paper and/or material using a card loom.</p> <p>$\frac{3}{4}$ KN: Know show to mix colours and paint strips of paper to weave with.</p> <p>$\frac{3}{4}$ KN: Know how to develop an idea through adding objects to the weaving - buttons, twigs, dried flowers.</p> <p>$\frac{3}{4}$ KN: Know how to explore colour in weaving.</p> <p>$\frac{3}{4}$ KN : Know how to build on</p>	<p>$\frac{3}{4}$ KN: Know how to manipulate using both hands and tools to build</p> <p>$\frac{3}{4}$ KN: Know how to construct models to represent personal ideas and their imagination</p> <p>$\frac{3}{4}$ KN: Know how to use materials to make known objects for a purpose, i.e. puppet.</p> <p>$\frac{3}{4}$ KN: Know how to use scissors to cut shapes.</p> <p>$\frac{3}{4}$ KN: Know how to use a range of</p>	<p>environment through art work</p> <p>EG Hokusai: the Great Wave that swept the world</p> <p>$\frac{3}{4}$ KN: Extend the variety of drawings tools and know how to effectively manipulate charcoal, pen and chalk.</p> <p>$\frac{3}{4}$ KN: Know how to explore different textures and experiment with mark making.</p> <p>$\frac{3}{4}$ KN: Know how to observe and look closely for detail and to draw landscapes as accurately as possible, some</p>		
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<p>charcoal, paint, clay]</p> <ul style="list-style-type: none"> about great artists, architects and designers in history. 	<p>they see/how it makes them feel.</p> <p>$\frac{3}{4}$ KN: Through a developing visual awareness, know what the human body looks like and know how to draw accurate drawings of people.</p> <p>$\frac{3}{4}$ KN: Know how to look closely and interpret their own versions of drawn objects in both the natural and man-made world.</p>	<p>previous skills and knowledge to use various materials to make collages – using some smaller items.</p> <p>$\frac{3}{4}$ KN: Know how to use texture to provide information – e.g. manmade/natural materials, a ‘journey’ of where they have been etc.</p> <p>$\frac{3}{4}$ KN: Know how to sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>$\frac{3}{4}$ KN: Know through discuss how textiles create things – curtains, clothing, decoration</p>	<p>tools to carve into media.</p> <p>$\frac{3}{4}$ KN: Know how to pinch and roll coils and slabs using a modelling media.</p> <p>$\frac{3}{4}$ KN: Know how to make simple joins by manipulating modelling material or pasting carefully.</p> <p>$\frac{3}{4}$ KN: Discussion of weight and texture</p>	<p>small discussion of proportion and where the sky is.</p> <p>$\frac{3}{4}$ KN: Know where to find patterns in the natural and man-made world and to be able to articulate what they see/how it makes them feel.</p> <p>$\frac{3}{4}$ KN: Through a developing visual awareness, know what the human body looks like and know how to draw accurate drawings of people.</p> <p>$\frac{3}{4}$ KN: Know how to look closely and interpret their own versions of drawn objects in both the natural</p>		
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				and man-made world.		
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Knowledge and Skills Progression Map KS2 Year B:

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>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.</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas 	<p>Create a sculpture based on Viking mythology</p> <p>Design and paint own tree of life, based on Viking God Odin.</p> <p>Vikings make their mark: runes and alphabet</p> <p><u>Knowledge</u></p> <p>$\frac{3}{4}$ KN: Know how to Plan and develop ideas through drawings and scrap booking and make</p>			<p>Famous Artists Banksy (Bristol Artist)</p> <p><u>Knowledge</u></p> <p>$\frac{3}{4}$ KN: Know how to create the colours shown on a commercial colour chart.</p> <p>$\frac{3}{4}$ KN: Know how to mix and match colours to those in a work of art.</p> <p>$\frac{3}{4}$ KN: Know how to work with one colour against a variety of backgrounds.</p>	<p>Brazilian Artists Romero Britto</p> <p>Replicate the style using Rainforest animals</p> <p><u>Knowledge</u></p> <p>$\frac{3}{4}$ KN: Know how to identify and draw the effect of light (shadows) on a surface, on objects and people.</p> <p>$\frac{3}{4}$ KN: Know the concepts of scale and proportion in published works and in their own.</p> <p>$\frac{3}{4}$ KN: Know how to create more</p>	

<ul style="list-style-type: none"> 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. 	<p>informed choices about media.</p> <p>$\frac{3}{4}$ KN: Know to apply surface patterns / textures.</p> <p>$\frac{3}{4}$ KN: Know how to work safely and to organize working area and clear away.</p> <p>$\frac{3}{4}$ KN: Discuss own work and know the work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc.)</p> <p>$\frac{3}{4}$ KN: Know that light, shadow, space and size are important</p>			<p>$\frac{3}{4}$ KN: Through careful observation, know how to create the colours on hands and faces and to mix flesh colours.</p> <p>$\frac{3}{4}$ KN: Know how to select the most suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>$\frac{3}{4}$ KN: Know how to recognise how colour creates mood in published works and then in their own</p>	<p>accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body.</p> <p>$\frac{3}{4}$ KN: Know how to select the appropriate size for their own work. (A5 A4 A3)</p> <p>$\frac{3}{4}$ KN: Know how to create computer generated drawings through a range of different applications.</p> <p>$\frac{3}{4}$ KN: Know how to respond to and create drawings from instruction.</p>	
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	<p><i>elements in sculpture.</i></p> <p><i>¾ KN: Investigate, analyse and interpret and know the differences between natural and manmade forms of construction.</i></p>					
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Art and design Vocabulary Progression

<p>EYFS Drawing <i>thick, thin, wavy, straight</i> <i>drawing, mark, line, pencil, pastel, chalk</i></p> <p>Colour <i>Red, yellow, blue</i> <i>(primary colours) mix, blend, felt tip, pen, crayon, pencil, paint, water colour, acrylic, brush, pencil</i></p> <p>Texture <i>Collage, materials, tactile, sort, tear, glue, cut</i></p> <p>3D <i>build, construct, challenge, attach, fix, materials</i></p>	<p>KS1 Year A Drawing <i>Observe, focus, detail, landscape, natural, manmade</i></p> <p>Colour <i>All the colour names, light, dark, lighter, darker, lightest, darkest, mix, change,</i></p> <p>Texture <i>Card loom, weave, strips, pattern, materials, natural, manmade, warm, cold, smooth, prickly, soft, harsh, hard, silky, rough</i></p> <p>3D <i>Puppet, construct, design, adapt, cut, tear, shape, carve, tool, join</i></p> <p>Printing</p>	<p>KS1 Year B Drawing <i>Shadow, light, dark, pattern, texture, sketch</i></p> <p>Colour <i>Language of colour eg raspberry pink, sunshine yellow, tonal change, white, darker, black, A1. A2, A3, A4, A5 select</i></p> <p>Texture <i>Smaller, finer, applique, fabric, material, running-back and cross stitch</i></p> <p>3D <i>Natural, manmade, weight, texture</i></p> <p>Printing <i>symmetry, regular, irregular, extend, overlapping, contrast</i></p>	<p>KS2 Year A Drawing <i>2B,3B,4B,B, negative, positive, plan, accuracy, features</i></p> <p>Colour <i>Colour wheel, primary, secondary, dotting, scratching, splashing, imitating</i></p> <p>Texture <i>Thread, seasons, moods, fragile, tough, durable, tie-dyeing, batik, colour</i></p> <p>3D <i>Shape, form, model, construct</i></p> <p>Printing <i>relief, impressed, texture, pattern, mono-print</i></p>	<p>KS2 Year B Drawing <i>Light, dark, surface, shadow, scale, proportion, aerial-view</i></p> <p>Colour <i>Flesh tones, matching, accurate, observation, suitable, mood</i></p> <p>Texture <i>Zig zag-chain-stitch, seeding, mood, feeling, movement, texture, cultural, variety</i></p> <p>3D <i>Plan, develop, scrapbook, surface, pattern</i></p> <p>Printing <i>develop, extend, selection</i></p>
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<p>Printing Pattern, repeat, copy, clay, dough, imprint, press</p> <p>Pattern Spots, stripes, folded, equal, repeat,</p>	<p><i>impressed, embellish, decorate, relief, string, card, raised,</i></p> <p>Pattern Repeat, regular, irregular,</p>	<p>Pattern Arranging, folding, overlapping, repeating</p>	<p>Pattern Pattern, printing, rubbings, motif</p>	<p>Pattern Tessellation, shape, line</p>
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Art Non-negotiables

Planning:	Resources:	Presentation:	Assessment:	Inclusion for All:
<ul style="list-style-type: none"> • School format for planning will be used and will identify: Learning Objective, knowledge bites and associated skills Progression, identified knowledge outcomes, Teacher input, Practise It and Review It sections • Planning will be shared on p/drive with Key Stage Team and will be devised using the strengths of the team members • Resources will be identified on the planning • Links to other curriculum areas will be made where appropriate 	<ul style="list-style-type: none"> • Art long and medium-term plans • Knowledge organisers • CONTAINS ART • Practical consumables 	<ul style="list-style-type: none"> • Scrap books • Varying paper sizes • Curriculum Portfolios • Wall displays • Digital formats 	<ul style="list-style-type: none"> • Prior learning revisit • Now I know... • Oral quizzes to recap learning • Lesson plenary- what have we learnt today? What do we now know? • End of unit retrieval quizzes 	<ul style="list-style-type: none"> • Pre-teaching of key vocabulary • Teacher modelling and scaffolding of language and ideas • Use of practical resources • Use of alternative methods of recording • Use of scribes/partnered work • Specific intervention to support fine motor development: Funky Fingers • Use of chunky pencils/grips/paintbrushes • Large scale media