



# Art

**Curriculum Intent, Implementation and  
Impact for Art at Co-op Academy Broadhurst**



## Why is Art an important part of the curriculum at Broadhurst? (INTENT)

At Co-op Academy Broadhurst, the intention is that children gain a firm understanding of what art is through exploring, experimenting and evaluating their own art and the art of famous artists. They do this across a wide variety of historical periods, styles, traditions, and art genres. This enables children's interests to be stimulated and often provides them with new and exciting experiences.

Our aims are that our pupils are able to:

- experiment, invent and create their own works of art, craft and design
- think critically and develop a more rigorous understanding of art and design
- know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation
- produce creative work, exploring their ideas and recording their experiences
- Be 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

We recognise that the skills are pupils learn in art can enhance their skills, knowledge and understanding in other subjects and enable them to make links within and across subjects. We plan our art curriculum using the Learning Challenges as a stimulus.

## Why is Art an important part of the curriculum at Broadhurst? (INTENT)

We know that many of our children have not had first hand experience of visiting an Art Gallery so we plan for visits to the Lowry and the Manchester Art Gallery so they can see art first hand. We think it is important that the children learn about art, artists and designers that have had an influence in Manchester. We also use art to enhance their knowledge of periods in history, other cultures and places and as a way of raising awareness of issues.

We understand that to be artists and designers and to evaluate the art and designs of others we must teach them the vocabulary and language of art. For many of our pupils this language will be unfamiliar to them Each unit of work identifies specific vocabulary that must be taught.

## What are the key knowledge concepts in Art at Broadhurst? (What do the children need to know?)

Skills and Understanding	Creativity		Competence
Drawing Painting Sculpting Sketching Mixing Shape Space Nets Researching Manipulating malleables Joining methods	Colour Pattern Texture Imagining Reasoning Designing Imitation Innovation		Evaluating Analysing Invent Create Experiment Researching Selecting appropriate tools and media
Cultural	Language		
Cultural Language History Artists Craft workers Designers Architects Cultural trends Tradition	Stroke Line Colour Print Perspective Landscape Portrait Proportion	Form Pattern Tone Shade	

## What are the key knowledge concepts in Art at Broadhurst? (What do the children need to know?)

### The categories of knowledge in Art & Design

- Practical
- Theoretical
- Disciplinary

#### **Practical**

Children will learn:

- Methods and techniques: shading, mono-printing, collage
- Media and materials: Pencil, pen, paper, wire, clay, poster paint
- Formal elements: Line, tone, shape, colour, form, pattern, Texture

#### **Theoretical**

Pupils learn the history of art and a range of art and artists across the breadth of time contexts and specialisms.

#### **Disciplinary**

Pupils learn about the varying nature of art. They can talk about what art is.

## What does the Art curriculum look like at Co-op Academy Broadhurst?

### Essential Characteristics

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## What does the Art curriculum look like at Co-op Academy Broadhurst?

### Breadth of Study

#### Key Stage 1

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

#### Key Stage 2

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

### How do we plan for progression of knowledge and skills within Art at Broadhurst?

#### Rationale for progression

- The curriculum identifies points where comparisons can be made
- Key concepts are revisited year on year to consolidate pupils understanding
- Knowledge that is taught builds on prior learning and is therefore more in-depth
- Increasing complexity of subject specific language and precision is expected
- Children are able to make comparisons between different artists, designers and craft makers that have been studied
- Children will develop their understanding and use of the language of art, craft and design
- Children will be able to think critically and develop a more rigorous understanding of art and design
- Children are able to talk about their learning use the appropriate vocabulary

#### Links to prior learning

- Art links to learning in other subjects, particularly history, geography, science and DT.
- The curriculum builds on skills and techniques in each new milestone. Milestones cover 2 years and there is opportunity to practice and revisit skills and media within each milestone.
- Art vocabulary will be explicitly taught and will link to previous vocabulary learned in order to build new schema so new knowledge will be connected and remembered.



### What does the delivery of the Art curriculum look like at Broadhurst?

#### Art Teaching

At Broadhurst, Art is taught through cross curricular themes as well as stand alone projects. It is linked to the learning challenges for each year group where applicable.

Each class will study famous artists, sculptors or designers each term.

The children use sketch books to develop their skills, techniques and designs.

#### Extra Curricular Opportunities

We offer an Art Club after school for children who are gifted and talented in art. Community art projects.

#### Curriculum Enhancements

Visits to art galleries, artists in school.

#### EYFS

Art and creativity is a fundamental part of the EYFS curriculum. Expressive Art and Design is one of the Specific areas of learning. Each class room has an Atelier area where the children are able to be creative and use the resources independently.

### Use of Sketchbooks

- Sketchbooks are treated the same as exercise books in any other subject
- This is our evidence to assess children and show the coverage of the curriculum
- Children will use sketchbooks to develop and practice skills and techniques in art. They will evaluate their work and make notes about the techniques they have used and the medium and choices they have made and why.
- Sketchbooks are as important to the children as any other book – work should be marked and children should respond to feedback in the same way
- Sketchbooks should show the whole process in both Art and DT

### Enquiry in Art

- We approach enquiry in Art in the same way that we would in other subjects – we already have questions as our starting points and we need to ensure these questions lead the process
- Final pieces in both Art and DT should move away from all pieces looking the same. There is a place for replicating pieces in both subjects, but this should be done in the design or skill part of the project and used as a way to discover the skills used so that children can apply these in their own pieces. This should all be recorded for assessment in the sketchbook.

# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

Threshold Concept	KS1 Milestone 1	LKS2 Milestone 2	UKS2 Milestone 3
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b>KS1 Art and Design National Curriculum</b> To produce creative work, exploring their ideas and recording experiences.</p> <ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand:</b> work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language.</li> </ul> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand:</b> line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Spot the potential in unexpected results as work progresses.</li> <li>Comment on artworks with a fluent grasp of visual language.</li> </ul> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand:</b> sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>

# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

### Drawing

Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.

#### KS1 Art and Design National Curriculum

To become proficient in drawing techniques.

To use drawing to develop and share their ideas, experiences and imagination.

- Draw lines of different sizes and thickness.
- Colour (own work) neatly following the lines.
- Show pattern and texture by adding dots and lines.
- Show different tones by using coloured pencils.

Yr 1 - Draw in the style of LS Lowry using pencils.

Y1 Line drawings using fineliners (Miro)

Yr 2- London skyline of the fire using charcoals and pastels showing patterns and texture

Line drawings in the style of Luke Dixon using pencils and felt pens/fineliners to create lines of different size and thickness.

Experiment with African Animals in pencil.

Sketching shells using watercolour pencils, pencils, inks and fineliners.

**key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.**

Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.

#### KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

- Use different hardnesses of pencils to show line, tone and texture.
- Annotate sketches to explain and elaborate ideas.
- Sketch lightly (no need to use a rubber to correct mistakes).
- Use shading to show light and shadow.
- Use hatching and cross hatching to show tone and texture.

Yr3 - Tonal drawing of a cave with pencils, annotating their sketches to explain their ideas. i Using pencil to create shading and direction of light.

Create cave pictures with chalks/pastels and oil pastels.

Portraits in pencil

Oil pastels for Egyptian Pharaohs

Y4 - Story telling through drawing - illustrations using pencils, charcoals and inks

Still life with inks

**key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.**

Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.

#### KS2 Art and Design National Curriculum

To become proficient in drawing techniques.

To improve their mastery of art and design techniques, including drawing, with a range of materials.

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

Yr 5- pastel drawings in the style of Henri Rousseau focussing on shadows, perspective.

Pencil drawings of rainforest insects - observing the parts of the insect and using pencil to create pattern and texture.

Drawings of cityscapes using a variety of media including drawing inks.

Yr6- War art in the style of Henry Moore - use lines to represent movement.

Observational drawings of poppies - Georgia O'Keeffe

Experiment with pencil lines in the style of Andy Goldsworthy sculpture.

**key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, free, portrait, effect.**

# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

<b>Painting</b>	<p>Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To use painting to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• Use thick and thin brushes.</li> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> <li>• Create colour wheels.</li> </ul> <p>Yr 1- recap the primary colours and how to mix to make secondary colours to make colour wheels. Paint pictures in the style of Miro. - Link to shape in Maths</p> <p>Explore and recreate aboriginal art - link to Geography and RRS/PSHE (diversity) Paint mixing to make shades of brown, green and orange.</p> <p>Yr2 - Paint in the style of Delaunay and Kandinsky. Mix tones and shades using black and white.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</b></p>	<p>Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p>Yr3- Using acrylic paint to mix colours and create waves in the style of Hokusai. Create mood with colour.</p> <p>Indian paintings in the style of Hodgkin</p> <p>Yr4- Using watercolours to paint still life.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</b></p>	<p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists.</li> </ul> <p>Yr5- Sketch self portraits in the style of Frida Kahlo and add paint to create texture.</p> <p>Yr 5- Cityscapes, create a background using palette knives to create texture and interest and draw the skyline in fineliners</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</b></p>
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# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

<p><b>Sculpture</b></p>	<p>Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p>Yr 1 - Use sugar cubes to sculpt towers/castles in the style of Brendan Jamison</p> <p>Bee sculptures using junk inspired by Michelle Reader</p> <p>Yr2 - Eva Rothschild inspired sculpture.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</b></p>	<p>Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p>Yr3 - Make death masks using papier mache. Including texture.</p> <p>Yr4- Clay fruit tiles</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.</b></p>	<p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Yr5 - use wire, fabric and modroc to create sculptures of rainforest insects. Combine visual and tactile qualities and embellish to create different interpretations.</p> <p>Yr6- Andy Goldsworthy sculptures with natural materials</p> <p>Make poppies out of black wire.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</b></p>
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# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

<p>Collage</p>	<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <ul style="list-style-type: none"> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> <p>Y1 - create a collage of Coming out of School by LS Lowry.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</b></p>	<p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>Yr3- decorate their death masks using collage techniques making sure their work is precise. Experiment with coiling and overlapping.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</b></p>	<p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p>Yr5- Create collage pictures inspired by Max Ernst using frottage and digital printed images</p> <p>Create paint and collage self portraits in the style of Frida Kahlo</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</b></p>
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# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

<p><b>Textiles</b></p>	<p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <ul style="list-style-type: none"> <li>• Use weaving to create a pattern.</li> <li>• Join materials using glue and/or a stitch.</li> <li>• Use plaiting.</li> <li>• Use dip dye techniques.</li> </ul> <p>Yr 1 make hand puppets - DT using joining techniques</p> <p>Yr 2 - Weave baskets inspired by African fabric Tie Dye t-shirts to wear at the beach using beach colours and adding embellishments with stitches and glue</p> <p>Create felt seascapes inspired by Renoir's On the Cliffs painting</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</b></p>	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric.</li> </ul> <p>Yr3- make their own batik fabric and sew as a drawstring bag, gathering the fabric.</p> <p>Create a weaving using plastic and fabric in sea colours</p> <p>Yr4 - design a dress/item of clothing (not to scale) using fabric and basic back stitch and cross stitch to decorate.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</b></p>	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. They learn different stitches to join fabric including running stitch and ladder stitch.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Yr5- Create a piece of fabric in the style of William Morris using block printing and make into a small cushion using sewing techniques. - link to industrial Manchester</p> <p>Yr6- Make fabric poppies from organza and stitch into shape.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern, thread, needle, running stitch,</b></p>
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# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

<p>Printing</p>	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p><b>KS1 Art and Design National Curriculum</b></p> <p>To become proficient in other art, craft and design techniques – printing.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p>Yr 1- create prints using vegetables to create shields/coats of arms. <a href="#">Link to medieval castles.</a></p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</b></p>	<p>Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns.</li> </ul> <p>Yr4- Design chocolate wrappers in the style of Andy Warhol. Make precise repeating patterns using the screen printer.</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</b></p>	<p>Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p><b>KS2 Art and Design National Curriculum</b></p> <p>To improve their mastery of art and design techniques with a range of materials – printing.</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p>Yr 5 - create a piece of fabric using block printing in the style of William Morris</p> <p><b>key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collograph;</b></p>
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# How do we plan for progression of knowledge and skills within Art at Broadhurst?

## Implementation

Digital Media	<b>KS1 Art and Design National Curriculum</b> <ul style="list-style-type: none"><li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li></ul> <p>Yr 1 - Create coats of arms/shields using digital repeating patterns.</p>	<b>KS2 Art and Design National Curriculum</b> <ul style="list-style-type: none"><li>Create images, video and sound recordings and explain why they were created.</li></ul> <p>Yr3- Create video and images of the sea- add sounds of the sea/seaside</p> <p>Yr4- Create an advert for their chocolate bar and add sound.</p>	<b>KS2 Art and Design National Curriculum</b> <ul style="list-style-type: none"><li>Enhance digital media by editing (including sound, video, animation, still images and installations).</li></ul> <p>Yr 5- Create foliage using digital pictures and printing and cutting to arrange them</p> <p>Photograph fruit whole and in sections, consider the light direction and composition.</p> <p>Yr6 - Create posters showing the world's Biomes using digital media.</p> <p>Add links to the sounds of the natural world found in that biome.</p>



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### Work of Other Artists

Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.

#### **KS1 Art and Design National Curriculum**

To understand 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.

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

key vocabulary to demonstrate knowledge and understanding in this strand: LS Lowry, Renoir, Joan Miró, Robert Delaunay, Wassily Kandinsky, Michelle Reader, Brendan Jamison, Eva Rothschild, Luke Dixon

Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.

#### **KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

- Replicate some of the techniques used by notable artists, artisans and designers.
- Create original pieces that are influenced by studies of others.

key vocabulary to demonstrate knowledge and understanding in this strand: Coco Chanel, Claude Monet, Hokusai, Andy Warhol, Julian Opie, Paul Cezanne, Julian Opie, Vivienne Westwood, Laura Carlin, Shaun Tan, Howard Hodgkin

Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.

#### **KS2 Art and Design National Curriculum**

To learn about great artists, architects and designers in history.

- Give details (including own sketches) about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, Max Ernst, William Morris, Rosalind Monks, Frida Kahlo, The Shoreditch Sketcher, Georgia O Keefe, Luba Lukova, Faith Ringgold, Shepard Fairey, Yinka Ilori, Andy Goldsworthy, Van Gogh, Claude Monet, Henry Moore

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
Year 1	Are you proud to BEE from Manchester?	What makes toys terrific?	Does everyone live happily ever after? (castles)	Continent Australasia
Year 1 - Focus	<p>Drawing of matchstick men in the style of L. S. Lowry.</p> <p>Sketchbook work - explore the colours Lowry used. Create matchstick people and buildings in the style of lowry using different pencils.</p> <p>Create a whole class picture of Coming Out of School using pastels and charcoal to recreate the people and buildings they practised in sketch books.</p> <p>Bee sculptures in the style of Michelle Reader (optional)</p>	<p>Investigating primary colours and colour mixing.</p> <p>Mix primary to make secondary colours and name them.</p> <p>Colour wheel spinners</p> <p>Pictures in the style of Joan Miro using black fineliners</p>	<p>Repeating patterns using digital media to create shields/coat of arms.</p> <p>Repeating printed patterns using vegetables to create shields</p> <p>Sugar cube sculptures of castles (tower)</p>	<p>Aboriginal Art</p> <p>Paint mixing to make shades of brown, green, orange.</p>
Artist	<p>L.S. Lowry</p> <p>Michelle Reader</p>	Joan Miro	<p>Medieval Art</p> <p>Brendan Jamison</p>	
Medium	<p>Drawing with pencils</p> <p>Pencil shading and thickness</p>	<p>Paint</p> <p>Line drawings - fineliners</p>	<p>Print repeated patterns using a variety of materials -</p> <p>Access Art Pathway - Simple</p>	Dot painting

## Long term Plan

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
Year 2	What makes Africa amazing?	What's that burning? (Great Fire of London)	Do you like to be beside the seaside?	Continent - Africa
Year 2- Focus	<p>Line drawing - African Animals in the style of Luke Dixon</p> <p>Sketchbook work on drawing lines of different sizes and thickness and showing pattern and texture by adding dots and lines.</p> <p>Experiment with patterns of African Animals in pencil in sketch books</p> <p>Investigate the work of Eva Rothschild and create wire animal sculptures in her style.</p>	<p>Focus on mixing colours (recap from Y1) and using black and white to alter tints and shades.</p> <p>Explore warm and cold colours</p> <p>Video link <a href="#">mixing colours</a></p> <p>Create a picture in the style of Robert Delaunay mixing tones and hues.</p> <p>Silhouette pictures of the London skyline using pastels to create warm colours</p> <p>Access Art - Be an architect (link to DT)</p>	<p>Beach scene - On the Cliffs by Renoir - Felt seascape inspired by the painting</p> <p>Tie Dye beach tee-shirts and decorate with a beach theme.</p> <p>Sketches of shells and sea creatures using watercolour pencils, pencils, fineliners and inks</p>	<p>Art Focus</p> <p>Explore African patterns and the shapes they are made of. Design an african pattern using shapes and bold colours.</p> <p>Weaving an African inspired basket using fabric/wool</p> <p><a href="#">Woven Baskets</a></p>
Artist	<p>Luke Dixon</p> <p>Eva Rothschilds</p>	Delaunay	Renoir	

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
Year 3	What makes the Earth angry?	How did the Stone Age, Bronze Age & Iron Age change life in Britain?	What makes The Nile so important to the Ancient Egyptians?	Continent - Asia
Year 3 - Focus	<a href="#">Introduction to watercolour</a>  Comparing how artists paint water – link to Geography and climate.  Create a wave picture using watercolour and acrylic paint in the style of Hokusai - builds on colour mixing and watercolours from Y2  Create a seascape using weaving  Create video and images of the sea- add sounds of the sea/seaside	Stone age cave drawings using chalks and earth tones soft pastels  Use charcoal to do a tonal drawing of a cave. Show line tone and texture and shading to show light and shadow - including lines, dots and cross hatching.  Access Art - Gestural Charcoal Drawing	Mask making - make 3D death masks and decorate using collage. Self Portraits  Use oil pastels to create pictures of Egyptian Pharaohs. Take a side on portrait of themselves - change to black and white and print. Glue to paper dyed as parchment and use pastels to create cloak, headdress and enhance facial features	Create a piece of batik and make into a small drawstring bag. (Links to DT)  Explore the history and styles of Indian painting including mehndi and rangoli patterns. Create 3-D paper elephants decorated like the elephants at the indian elephant festival.
Artist	Hokusai		Egyptian art	Howard Hodgkin - India Collection
Medium	Paint	Chalks and soft pastels for	Self Portraits in pencil	Felt pens

## Long term Plan

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
Year 4	Where does our food come from?	Who Invaded Britain First?	How groovy were the Greeks?	Europe
Year 4- Focus	<p>Design and print chocolate wrappers in the style of Andy Warhol</p> <p>Explore Pop Art</p> <p>Use designs and prints to create an advert for their chocolate bar. Add sound.</p>	<p>Access Art - Exploring Still Life</p> <p>See three shapes drawing technique (Ink)</p> <p>Still life drawings</p> <p>Clay tiles</p> <p>Draw cross sections of fruit.</p>	<p>Access Art - Storytelling Through Drawing link to Greek Myths</p>	<p>Design and make a dress in the style of Chanel or Westwood.</p> <p>Use Access Art Fashion Design (Y5) to support</p>
Artist	<p>Andy Warhol</p> <p>Julian Opie</p>	Paul Cezanne	<p>Laura Carlin</p> <p>Shaun Tan</p>	<p>Coco Chanel</p> <p>Vivienne Westwood</p>
Medium	<p>Screen Printing</p> <p>Digital media</p>	<p>Tiles using clay</p> <p>Watercolours</p> <p>Ink</p>	Drawing materials including pencils, charcoals, inks	Textiles - design and make a dress in the style of Coco Chanel or Vivienne Westwood



## Implementation

## Long term Plan

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
Year 5	Why were the Victorians not amused?	Why should we all care about the rainforests?	Global Scholars	South America
Year 5 - Focus	<p>William Morris prints</p> <p>Textiles - Create a piece of fabric using block printing and make into a small cushion using sewing techniques. - link to industrial Manchester</p> <p>Links: Y5 history, sewing in Y4. Links to DT Textiles - Combining different Fabric Shapes</p>	<p>Create pastel drawings in the style of Henri Rousseau</p> <p>Scanned and adapted images of foliage and frottage to create collage pictures</p> <p>Draw and study the forms and parts of rainforest insects.</p> <p>Sculpt rainforest insects using wire, fabric, modroc.</p>	<p>Access Art - Mixed Media Land and City Scapes</p> <p>Cityscapes of cities in our collaboration using mixed media and developing sketchbooks.</p> <p>Visit to Manchester to photograph iconic buildings to use to sketch.</p>	<p>Observational drawings of flowers using watercolour pencils</p> <p>Paint in the style of Frida Kahlo - create a self portrait using paint and collage</p> <p>Links: portrait work in Year 3, collage in Y3, Geography</p>
Artist	William Morris	<p>Henri Rousseau</p> <p>Max Ernst - Frottage</p> <p>Rosalind Monks</p>	The Shoreditch Sketcher	Frida Kahlo
Medium	<p>Printing</p> <p>Digital Patterns</p> <p>Textiles</p>	<p>Pastels</p> <p>Collage</p> <p>Pencils</p> <p>Wire and Modroc</p>	Soft B pencils, handwriting pens, sharpies/fineliners, coloured pencils, oil/chalk pastels, charcoal, water colour, acrylic paint, ink	<p>Watercolour pencils</p> <p>Watercolours</p> <p>Collage</p>

# Implementation

## Long term Plan

	Learning Challenge 1	Learning Challenge 2	Learning Challenge 3	Learning Challenge 4
Year 6	Was World War II really that bad?	Shang Dynasty	SATs Revision period  What are biomes and climate zones and what impact do they have on the world today?	Where would you prefer to live: England or North America?
Year 6- Focus	<p>Poppies – Black and white pictures with red poppies in the foreground.</p> <p>Make textile poppies out of organza fabric and thread.</p> <p>Make wire poppies by bending and shaping black wire.</p> <p>War Art portrayed by Henry Moore</p>	<p>Access Art - Take a seat</p> <p>Explore furniture designers and the show me what you see approach to design and make chairs.</p>	<p>Create pictures showing the world's Biomes using digital media.</p> <p>Add links to the sounds of the natural world found in that biome.</p> <p>Use natural materials to create sculptures in the style of Andy Goldsworthy.</p> <p>Experiment with the lines and shapes of his work using pencils.</p>	<p>Access Art - Print and Activism</p> <p>Explore American Artists and how they express their thoughts and opinions through Art.</p> <p>Make a poster about something they are passionate about using paint, print and drawing.</p>
Artist	<p>Various that show poppies e.g. Monet, O' Keefe, Van Gogh</p> <p>Henry Moore</p>	Yinka Ilori	Andy Goldsworthy	Luba Lukova, Faith Ringgold, Shepard Fairey
Medium	<p>Textiles, charcoal, paint</p> <p>Pencil observational</p>	Wire, wood, fabric, plastic etc to make the chairs.	<p>Digital media</p> <p>Sculpture - natural materials</p>	Mixed media - wall paper, papers, print, paint, drawing

### How do we know that the children have made progress in Art?

We assess whether pupils are demonstrating fluency, experimentation and authenticity in the art they learn about and produce

.

**Fluency:** Pupils recall component knowledge and can demonstrate proficiency in a wide range of methods and techniques.

**Experimentation:** Pupils have the knowledge of methods, materials and processes to be able to try out ideas, making informed choices about the methods they use.

**Authenticity:** Pupils have secure knowledge in the ways of making that they have the ability to visually perform and communicate their thinking of an issue, topic or theme

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## How do we know that the children have made progress in Art?

### Assessments

Children will know more and remember more.

Children will be assessed using the milestones. Work in sketchbooks and final pieces will be used to make a judgement. This is the evidence to assess children and show the coverage of the curriculum

Sketchbooks should show the whole process in Art.

### AFL

AFL will be ongoing as children practice new skills and build on techniques in their sketchbooks. Sketchbooks need to be as important to the children as any other book – work will be marked and children will respond to feedback in the same way.

### Summative

Children will be assessed on finished pieces and on their evaluation of their work. At the end of each unit of work a summative judgement will be made and recorded on the class assessment sheet on the drive. At the end of the year an overall judgement will be made and entered into O Track as - At, Working Towards or Greater Depth. The subject leader can then analyse attainment in art.

## How do we know that our Art Curriculum is successful?

### Pupil Voice

Groups of children will take part in pupil interviews each term. Judgements will be made on the success of teaching and learning in art depending on how they are able to talk about their learning, how it links to previous learning and how they can evaluate their attainment in art. They will also have the opportunity to ask questions and answer questions on how the curriculum can be improved further.

### Assessment Analysis

The subject leader will analyse data. This will be used in conjunction with lesson observations, pupil voice and work scrutiny to make an overall judgement on the impact of Art at Co-op Academy Broadhurst.

### Learning Ambassadors

The Learning Ambassadors with responsibility for art will support the subject leader with pupil voice interviews and with work scrutiny in art and in lesson observations. They will report back in Learning Ambassador meetings.