



EQUALS TRUST



Art Curriculum

Art Curriculum Statement



Intent – What do we want for our children as Artists?

At Crossdale, we believe that art is profoundly important for the full development of the individual because it deals with ideas, feelings and experiences and develops a visually expressive language (supporting mental health and wellbeing without using words).

Art is driven through our topics and is based on developing key skills and knowledge as well as being used as a vehicle for which all pupils at Crossdale have opportunities to generate, clarify and evaluate their ideas, thoughts, and experiences. We believe that all children should be given the opportunity to express themselves through their art and be given focused time and instruction in a range of techniques and media.

At Crossdale, we aim to:

- Provide a broad and balanced art curriculum that shows continuity and progression of knowledge and making skills.
- Use studies of artists and their work to develop children's historical and cultural capital - they learn techniques and processes to inspire and generate ideas for their own work and this enables them to become artistically literate.
- Teach evaluation as a vital part of the art process in order to improve and build resilience as artists.
- Enrich the art curriculum by exposing the children to a range of artists and artwork spanning throughout history; giving children the language, knowledge and skills to engage with, talk about and value art.

Implementation – How will we carry out our vision?

We implement our vision by looking through our 'artistic lens'. As artists, children will be taught to communicate using the language and terminology of art and to develop and refine their making skills through four main art forms: drawing, painting, design and craft and sculpture, printmaking and computers (including photography).

Drawing.

- Draw with increasing **skill and control**, building confidence and expression as they progress through school.
- Developing **technique**; pupils work with a range of media with increasing confidence and develop greater choice over the materials they use.
- Draw with **purpose** by learning more styles of drawing and learn how drawing is used in art.

Painting:

- Paint with **skill and control**, using different types of paints in a precise and purposeful way.
- Experiment with different **techniques** to achieve colour, texture, shape and composition in order to express purpose, mood and feelings.
- Use **colour and form** to add depth and intensity to painting; mix colours with care and sensitivity to show feelings and ideas.

Design and Craft:

- **Design and make** art for different purposes, such as stage sets, puppets, toys and games and **explore crafts** such as sewing, weaving, jewellery, pattern and modelling.

Sculpture, printmaking, and computers (including photography):

- **Design and make** in three dimensions using card, wire, paper, clay or modelling materials, making more complex forms as they progress through school.
- Pupils use **printing** to create both individual images and repeat patterns building in complexity and precision through school.
- Pupils have opportunities to make art using **digital** means, drawing and painting programmes and photo manipulation.

Planning:

- All planning should identify the **skills, knowledge and vocabulary** clearly and lesson planning is supported by the use of the year group progression and skills documents.
- WWH (what, why, how) is used to ensure pupils develop a knowledge of the **practical, theoretical, and disciplinary** elements of art.
- Regular opportunities are planned for pupils to apply taught skills in sketch books to allow pupils to **revisit and review ideas**.
- Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious target, remove barriers and plan challenging work for all groups of learners - including more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils with EAL.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Teachers please note...

- All planning or resources used to support planning should be uploaded onto All Staff at the start of every half term.
- Art should complement taught driver topics where meaningful links can be made but must be driven by art skills and knowledge.

Impact – How will we assess what the children know, remember and understand?

Teachers will monitor the impact of their teaching using:

- AFL during lessons
- Planned opportunities for teacher, peer and self-evaluation discussion
- Planned opportunities to amend and improve work
- Display: pupils' artwork should be displayed

The Subject Leaders monitor the way their subject is taught throughout the school by looking at the intent, implementation and impact using:

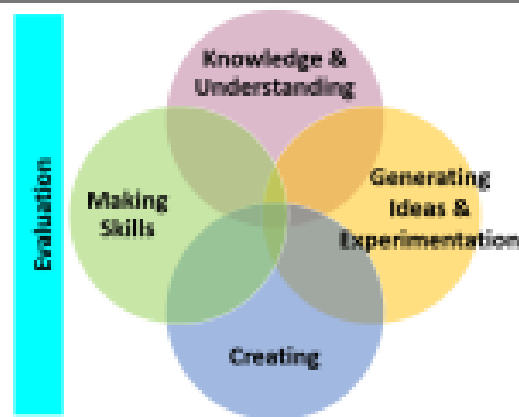
- Planning & display scrutiny to evaluate the impact of what skills and knowledge have been taught and remembered?
- Pupil Interviews/Learning Walks; assess impact of teaching, what is known & remembered
 - ALWAYS using displays & sketchbooks as prompts.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources, storage & management. All the monitoring information is used by the Subject Leaders to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the Subject Leader's monitoring and action plans, which form part of the whole school improvement plan.

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Governor monitoring visits, the Head Teacher reports & the School Development Plan

Elements of our Art Curriculum



These elements do not stand as isolated parts; an artist's thinking and work is often a combination of all or a number of them.

Knowledge and Understanding

(Factual)

Artists develop a knowledge and understanding of:

- 1) the practical nature of art: methods, techniques, media, materials, technical language
- 2) the theoretical nature of art: art movements, genres, themes, artists their art and its context and significance
- 3) the disciplinary nature of art: the paradigms of art [traditional, modern and contemporary] and how quality and value have been expressed throughout history. All enabling pupils to be able to think about art and then discuss and debate it

Substantive Art Knowledge

(The who, what, when, why, how of art)

Specific Vocabulary

(The language and terminology of art)

Making Skills

(Procedural)

Application of practical knowledge

Drawing

Painting

3D Work

Printing &
Pattern

Collage,
Textiles,
Craft

Digital

Generating Ideas & Experimentation































(Conceptual)













Creating

Evaluation







(Metacognition)

Art Overview

	Autumn Term		Spring Term		Summer Term	
EYFS	All about Me	Celebrations	People Who Help Us	Growing	Habitats	Under the Sea
						
Year 1/2 Cycle A	The Battle of Hastings	Materials	Amazing Animals	Florence Nightingale	London; My Capital City	Captain Cook
						
Year 1/2 Cycle B	Wonderful Me	The Great Fire of London	My Island Home		Seaside Holidays	Out and about in Keyworth
						
Year 3	Scrum	Mighty Metals	The Greeks	Predators	Stone Age – Iron Age	Rocks, Relics and Rumbles
						
Year 4	The Haudenosaunee	Misty Mountains, Winding Rivers	The Celts & The Romans	States of Matter	The Dark Ages?	The Digestive System
						

	Coal Mining	Keyworth & WWI	The Egyptians	The Solar System	The Tudors	From Farm to Fork
Year 5						
Year 6	WWII	The Maya	Great Explorers		Our Diverse Planet	Identity
						

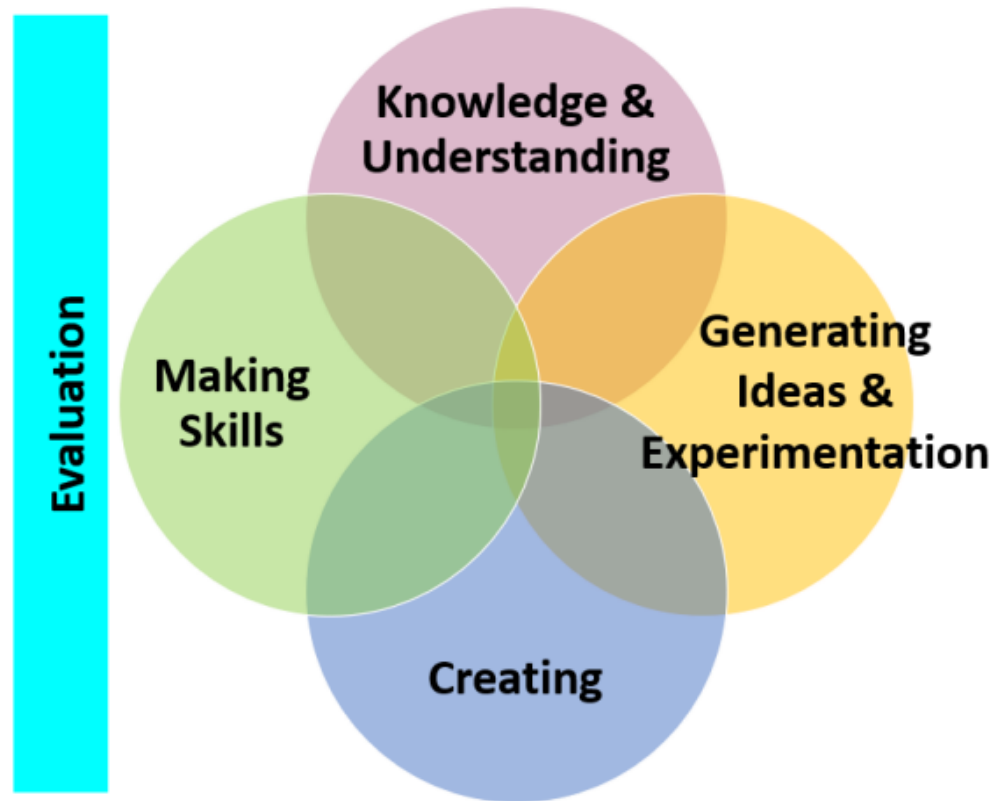
Key For Making Skills Schema:

	Drawing
	Painting
	Printing & Pattern
	Collage, Textile & Craft
	3D Work
	Digital

Thinking like an artist; our **artistic lens** develops knowledge and understanding in art through its different forms and by developing the techniques, processes, language and terminology of art.

This engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design.

Art skills, techniques and knowledge are discretely taught alongside the use of an **artistic lens** which teaches all these concepts within a unit.



MEDIUM TERM PLAN FOR ART; topic, making skills, outcomes & artists.
(Art paradigm in brackets; T = traditional, M = modern and C = contemporary and **movement in blue**)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about Me Drawing, painting & collage. Pencil self-portrait, mixed media picture of their family & autumn paintings using colour mixing. <i>Abstract:</i> Wassily Kandinsky (M)	Celebrations Drawing, painting & collage. A bonfire picture using various paint effects & free drawing and collage pictures of winter scenes. <i>Impressionism:</i> Van Gogh (M)	People who Help Us Drawing, Printing & 3D work. Design a super vehicle using pen, printing (police themed) and observational pencil drawing of a fire engine and box model engine. <i>Engineer:</i> George Stevenson (T)	Growing Drawing, collage & digital art. Observational drawing of signs of spring, mixed media collage and photographs linked to healthy eating. <i>Renaissance:</i> Giuseppe Arcimboldo (T)	Habitats Drawing and 3D work Felt pen climate change posters. Make a home for a mini-beast. <i>Land art:</i> Andy Goldsworthy (C)	Under the Sea 3D work and collage Use box modelling and outdoor equipment to create sea creatures, rockpools and an under-water cave. Using Matisse as inspiration, create a collaged coral Reef. <i>Fauvism:</i> Matisse (M)
Year 1/2 Cycle A Focused artist: Andy Warhol (<i>Pop art; bridge from M-C</i>)	The Battle of Hastings Drawing & Painting Self-portraits (use colour mixing) and portraits of William the Conqueror in pencil and/or graphite pencil.	Materials Digital Use simple software to draw motte and bailey & stone keep castles	Amazing Animals Printmaking & 3D work Endangered Animals drawings & printed tiles (one colour at a time – layering y2) Clay chicks and nest <i>Pop Art:</i> Andy Warhol (M-C)	Florence Nightingale Collage Collaged tiles and drawings of Victorian figures <i>Textile design;</i> William Morris and <i>Post Impressionism;</i> Georges Seurat (M)	London; My Capital City Drawing Cityscape drawings of cities / famous landmarks from around the world.	Captain Cook Printing Printed paintings of aboriginal animals <i>Palaeolithic Art:</i> Aboriginal (T)
Year 1/2 Cycle B Focused artist:	Wonderful Me Drawing & Collage Self -portraits in	The Great Fire of London Painting & Collage Tonal paintings of	My Island Home Drawing & Painting Still life drawing of	My Island Home Drawing & 3D work Oil pastel drawings of	Seaside holidays Collage Mosaic beach huts and seascapes.	Out and about in Keyworth Drawing & Painting Observational pencil

Van Gogh (M)	pencil and abstract portraits using mixed media. Abstract Art: Picasso (M)and Expressionism: Paul Klee (M)	London ablaze with collaged buildings	exotic fruits (colour mixing). Impressionism and post-impressionism: Claude Monet and Paul Gauguin (M)	flowers. Clay flower tiles. Modernism: Georgia O’Keefe (M) and Impressionism: Vincent van Gogh (M)	Realism: J. M. W Turner (T)	drawings of local church, painting (colour mixing & tints and tones) of local area. Vienna Secession Movement: Hundertwasser (C)
Year 3 Focused artists: Paul Cezanne (M) Andy Goldsworthy (C)	Our Healthy Bodies Drawing and 3D work Still life drawing of fruits and sculpt from clay Post impressionism; Paul Cezanne (M)	Magnificent Metals Collage & Drawing Design and draw an ironman using embossing.	The Greeks Clay Study, draw and designs a Greek bowl/pot. Ancient Art: the Greeks (T)	The Animal Kingdom Drawing Drawing birds of prey	Stone Age – Iron Age Painting Recreate stone age cave art in watercolour and ad oil pastel for addition detail. Ancient Art: stone age cave paintings (T)	Rocks and Rumbles Digital & 3D work Create ammonite inspired sculpture from rocks and natural resources and photograph the sculptures. Land Art: Andy Goldsworthy (C)
Year 4 Focused artists: Stephen Wiltshire (C) Anthony Gormley (C)	The Haudenosaunee & The USA Drawing Draw American skylines from photos. Cityscape artist; Stephen Wiltshire (C)	Mountains & Rivers Painting & Digital Painting landscapes inspired by mountain artwork & creating a digital image of themselves climbing a mountain. Various artists	The Celts & The Romans Collage Mosaics and Pattern of Roman art & culture Ancient Art: the Romans (T)	States of Matter Drawing & painting Inspired by love potions; children create drawings of still life objects that they love & paintings that portray what love means to them. Various artists	The Dark Ages? Printmaking Dying Viking clothes and poly printing to create patterns (two colours). Ancient Civilisations (T)	The Digestive System 3D work Design and make sculptures of the human body. Installation art: Anthony Gormley (C)

<p>Year 5</p> <p>Focused artists: Vincent van Gogh (M)</p> <p>Hans Holbein (T)</p>	<p>Coal Mining</p> <p>Digital</p> <p>Imitating photographs inspired by the Pitman Painters</p> <p>Photorealism; The Ashington Group (C)</p> <p>Photographer David Bailey (M)</p>	<p>Keyworth and WWI</p> <p>3D work & Collage</p> <p>Wire and tissue paper poppies</p>	<p>The Egyptians</p> <p>3D work & Painting</p> <p>Make 3D rod puppets.</p> <p>Ancient Art; Egyptians (T)</p>	<p>The Solar System</p> <p>Painting & Collage</p> <p>Acrylic paintings of Vincent van Gogh's 'Starry Night'</p>	<p>The Tudors</p> <p>Painting & digital art</p> <p>Miniature portraits in acrylic and water colour paint.</p> <p>Renaissance Art: Hans Holbein (T)</p>	<p>From farm to Fork</p> <p>Drawing</p> <p>Still life drawing of vegetables</p> <p>Renaissance Art: Giuseppe Arcimboldo (T)</p>
<p>Year 6</p> <p>Focused artists: Damien Hirst (C)</p> <p>Andy Warhol (C)</p>	<p>WWII</p> <p>Drawing & Painting</p> <p>WW2 sky landscape in the style of Nash.</p> <p>Graphic abstract Art; Nash (M)</p>	<p>The Maya</p> <p>Drawing & 3D work</p> <p>Day of the dead masks & Mayan clay work</p> <p>Ancient Art: Mayan art (T)</p>	<p>Great Explorers</p> <p>Painting</p> <p>Water colour and acrylic paintings inspired by the great artists of the 19th & 20th Century.</p> <p>Impressionism, Expressionism and Surrealism (M)</p> <p>Conceptual Art; various plus Damien Hirst</p>	<p>Great Explorers</p> <p>Drawing & printing</p> <p>Technical drawings and block printing of the Titanic liner / engine rooms (two or more colours plus using cut outs)</p> <p>Renaissance Art: Leonardo Da Vinci</p>	<p>Our Diverse Planet</p> <p>Drawing & Digital</p> <p>Graphic artwork with mixed media produced in a digital format.</p> <p>Pop Art: Andy Warhol (M-C)</p>	<p>Identity</p> <p>Drawing & Painting</p> <p>Self-portraits in pencil</p> <p>Self-portraits: Frieda Kahlo (C)</p>

National Curriculum Coverage for **Art**

Our Crossdale Curriculum covers all National Curriculum requirements in full, as *detailed in the medium-term plan and progression* documents per group.



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 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

Progression through Art and Design Techniques and Skills

	<u>EYFS</u>	<u>Year 1/2</u>	<u>Year 3/4</u>	<u>Year 5/6</u>
Drawing 	<ul style="list-style-type: none"> • Make marks, signs, symbols on a variety of papers • Make lines and curves • Experiment with circles, squares and triangles • 'Colour in' areas • Use line to represent objects seen, remembered or imagined 	<ul style="list-style-type: none"> • Draw 2D shapes • Explore light and dark • Explore tone using different grades of pencil, pastel and chalk • Use line and tone to represent things observed • Experiment with smudging, dotting and shading, using different media • Shade neatly without gaps • Draw texture and patterns • Use line, tone and shade to represent things seen, remembered or imagined 	<ul style="list-style-type: none"> • Use a sketchbook to practice/try out ideas & techniques. • Use a sketchbook to make records of the world around them, ideas, thoughts, feelings and discoveries. • Draw 2D and 3D shapes • Draw the natural environment • Blend shading • Rub out rough edges • Use magnifiers/ different viewpoints in observational work. • Draw objects against a background • Choose drawing materials best for a task • Draw quick, light lines (sketching) • Make deliberate lines – using more pressure • Explore graphic (eg cartoons/ graffiti), realistic and abstract art • Draw aerial perspectives • Experiment with sgraffito (oil pastel under black ink, scratched through to reveal colour) 	<ul style="list-style-type: none"> • Use a sketchbook to experiment with techniques to see what does/ does not work • Label sketchbook experiments as a record of learning • Use sketchbooks to try out ideas & techniques • Create moodboards • Use sketchbooks to record observations/ research of artists and themes • Use line, tone and shade to create 3D effect using a range of materials • Create light on drawn objects (use of rubber) • Explore drawing techniques (eg cross hatching) • Independently select media for purpose/ intention • Use proportion/ scale • Use grids, viewfinders
Painting 	<ul style="list-style-type: none"> • Hold a paintbrush correctly • Learn how to look after brushes • Make marks on a variety of papers • Use a variety of tools to spread paint and make marks (eg straws, matchsticks brushes, fingers) • 'Play' with colour • Name colours 	<ul style="list-style-type: none"> • Represent things observed, remembered or imagined • Experiment with textured paint (eg glue, sand, sawdust) • Use different types of brushes for specific purposes • Experiment with shades/ tints (adding black/ white). • Experiment with making secondary colours from primary • Name secondary colours • Use techniques including splattering, dripping, pouring 	<ul style="list-style-type: none"> • Make shades (adding black) • Make tints (adding white) • Make secondary colours with primary • Make a colour wheel • Develop colour vocabulary • Choose appropriate paint brush • Learn how artists use paint • Apply this to own work • Paint with unorthodox materials (eg rags, sticks) • Use the right amount of paint on a surface 	<ul style="list-style-type: none"> • Make hues (pure colour) • Makes tones (adding pure grey) • Know which colours are harmonious/ contrast • Mix colours to match (eg paint sample strips) • Know how to make colours lighter/ darker without using B/W • Develop colour vocabulary (eg PURPLE: violet, lilac, lavender, plum, maroon) • Investigates shapes, form and composition • Uses techniques, colours, tools and effects to represent things seen, remembered or imagined • Create depth and distance (eg sky lighter at horizon, things get 'bluer' with distance)

Painting cont. 			<ul style="list-style-type: none"> • Experiment with colour, texture and composition • Experiment with mood/ feelings 	<ul style="list-style-type: none"> • Explore the effect of light and colour, texture and tone on natural and man-made objects • Use tone, line, texture and colour to express mood and feeling • Create fine details • Apply paint to 3D objects carefully • Independently select paint/ materials to suit intent • Know when to paint 'loosely' or precisely • Name different types of paint, surfaces and know when to use them • Articulate views about a range of artists/ styles of painting • Know how to care for equipment
3D Work 	<ul style="list-style-type: none"> • Handle, feel and manipulate rigid and malleable materials (eg clay, dough) • Pull apart and reconstruct • Use construction toys for building. • Become aware of form, feel, texture, pattern and weight • Experiment with basic tools on rigid /plastic materials • Make 3D art with boxes/ cartons etc 	<ul style="list-style-type: none"> • Cut, form, tear, join and shape a range of materials (eg clay, card, found and natural) • Make simple plans for making, • Recreate 2D drawn images in a 3D piece (eg the houses of the three little pigs) • Create clay models • Experiment with basic tools on malleable materials (eg clay thumb pots) • Use texture, form and shape • Begin to look at colour and pattern in 3D structures 	<ul style="list-style-type: none"> • Design and make 3D work • Use papier-mâché to a good standard. • Make outdoor 3D sculptures using found objects • Work safely and sensibly • Persevere when the work is challenging • Create a paper sculpture • Create a clay vessel using the coil technique. • Use stimuli as a starting point for 3D work (focus on form, shape, pattern, texture, colour) 	<ul style="list-style-type: none"> • Design and make complex forms in 3D using a range of modelling materials • Understand how to finish work to a good standard • Explore wire to make sculptures, and use papier-mâché/mod roc and wire to create a form. • Make 3D figures and interlock 2D card shapes (eg moving mechanisms) • Design and make art for different purposes (eg puppets) • Look at 3D work from a variety of genres and cultures • Develop knowledge of techniques (eg clay – coiling, slabbing, joining with a slip; wood – sawing, smoothing, hot glue, drilling) • Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings <p>Work safely with tools and know safety guidelines (eg hot glue gun, saw, drills)</p>
Collage, Textiles, Craft 	<ul style="list-style-type: none"> • Hold scissors correctly • Cut strips/ simple shapes • Thread through holes • Glue materials together • Manipulate materials • Make collages -cut colours, shapes, textures and images • Sort according to specific qualities, (e.g. shiny, smooth) 	<ul style="list-style-type: none"> • Experiment with paper collage (plain colours, printed paper and textures from magazines) • Use tearing, cutting, arranging, folding. • Decorate images with simple appliqué techniques (eg sequins, lace) • Select the joining material/tool: stapler, tape, glue appropriate to the task. 	<ul style="list-style-type: none"> • Explore embroidery, sewing, • Stitch and cuts threads /fibres • Create simple stitching (long needle / straight stitches) • Weave paper, progressing from one to two colours - overlapping and overlaying • Explore the use of foil and card to create an embossed effect. • Use mosaics to create shape and areas of colour • Dye fabrics eg tie-dye, batik 	<ul style="list-style-type: none"> • Embellish, (eg using drawing, painting, printing) • Colour match to natural environment • Use plaiting, pinning, stapling, stitching and sewing • Design an artefact, using knowledge of techniques, for a specific outcome • Cut and stitch patterns • Experiment with soft sculpture; cut and join patterns, embellish the components • In collage, create decorative papers which can be used with other materials : marbling, bubble painting, cling film technique etc • In collage, experiment with using tissue– overlapping colours to create new shade

Printing & Pattern



- Make rubbings from surfaces - indoors and outside.
- Experiment with printing (hands, feet, junk, sponges, leaves and simple shapes etc).
- Make simple printing blocks from soft materials they have cut, shaped or moulded.
- Experiment with symmetry : folded paper and paint

- Use printing (mono printing, block printing, relief printing etc.) for topics /themes or to explore patterns
- Use simple stencils to overlap images to make a repeat pattern.
- Use polystyrene print blocks to experiment with printing onto different colours.
- Print using a range of simple materials/ shapes: (eg cotton buds, mashers to create a specific picture or pattern)
- Create a resist pattern / picture
- Explore patterns in nature and the environment: stripes, checks, spots.

- Use printing (mono printing, block printing, relief printing etc.) individual images and repeat patterns.
- Create a simple relief print - experiment with sticking shapes onto the block rather than indenting the design
- Use overlapping, contrasting colours to make a repeated pattern
- Explore colour mixing through printing, using two colours

- Compare own work with that of well-known artists (eg William Morris)
- Print on fabrics
- Make connections with patterns in the environment (eg curtains, wallpaper)
- Design a print for a purpose
- Print with mathematical and visual precision
- Identify the extent of repeat pattern in commercial prints
- Experiment with tessellation
- Print using 3 or more colours

Digital



- Become aware of photography as an art form
- Collect photographs for a theme
- Use a device to take a photo

- Know that there are famous photographers
- Take photographs, learning to focus & position what they see

- Have an awareness of scale, perspective, movement and colour in photography
- Have an awareness of mood, emotions and feelings in photography
- Make a flick book to give the impression of movement
- Understand that animations/ films are forms of photography and the principles of how they work
- Use simple software to edit and manipulate photos

- Manipulate images and use computers to experiment with repeated motifs
- Make art using digital means; drawing & painting programmes, vector drawing, photo manipulation









Our inspiration: artists and revisiting art paradigms

Traditional Art, Modern Art, Contemporary Art

	Autumn	Spring	Summer
EYFS	Wassily Kandinsky Van Gogh	George Stevenson Giuseppe Arcimboldo	Land Art; Andy Goldsworthy (C) Matisse
Year 1/2	Picasso (Y1/2) Paul Cezanne (Y1/2)	George Seurat (Y1/2) Andy Warhol (Y1/2)	Aboriginal Art (Y1/2)
Year 3/4	Indigenous American Art (Y4) Stephen Wiltshire (Y4)	Greek Vases (Y3) The Romans (Y4)	Stone Age Art (Y3) Viking Art (Y4) Anthony Gormley (Y4) Andy Goldsworthy (Y3)
Year 5/6	Mayan Art (Y6) David Bailey (Y5) The Ashington Group (Y5) J. Howard Miller (Y6) Freida Kahlo (Y6)	Egyptian Art (Y5) Vincent Van Gogh (Y5) Leonardo da Vinci (Y6) Damien Hurst (Y6)	Giuseppe Arcimboldo (Y5) Hans Holbein (Y5) Andy Warhol (Y6) (Pop art – bridge from modern to contemporary)

Knowledge and understanding; becoming artistically literate.

Learn about great artists, craft & design and how artists use formal elements

	Vocabulary	Teacher questions (orally) and pupil self-evaluation	Pictorial Symbols
EYFS	Use and understanding the meaning of the words: <i>art, colour, line, shape, texture and pattern, cut, tear, scrunch, artist, inspire.</i> Evaluate: talk about art (including their own work), what they like and how it makes them feel.	<ul style="list-style-type: none"> How does this artwork make you feel? Which bits do you find interesting? What have you made? Tell me about it. 	 Feelings  Interest  Tell me
Year 1/2	Use and understanding the meaning of the words: <i>art, colour, primary colours, line, tone, shape, form, mark, texture, pattern, light & dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence.</i>	<ul style="list-style-type: none"> How was this made? When was this made? What can you see/ describe? How does it make you feel? 	 How?  Feelings  When?  See and describe 

Evaluate: when they are talking about and describing art (including their own work) or when planning what they will do.

Use opportunities to make creative decisions about the content of their work, select appropriate media to work with and making choices about outcomes.

Develop skills in orally describing their thoughts, ideas and intentions about their work. They form opinions about the process of their work saying what went well & how they might improve it & offer critical advice to others.

Year 3/4

Use and understanding the meaning of the words: **art, colour, line, tone, shape, form, mark, texture, pattern, light & dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence, surface, texture, precision, expression, imagination, intention, evaluation, secondary & tertiary colours, manipulation.**

Evaluate: Talk showing a developing use of the language of art, knowledge of artists and variety of techniques. They can describe the formal elements of colour, line, shapes, textures and patterns.

They develop skills in orally describing their thoughts, ideas and intentions.

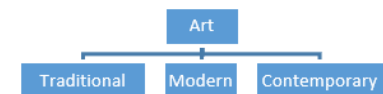
Uses evaluation to understand what they need to do to improve and that all artists do this. Pupils talk about how they could improve their work and learn that it is normal to feel anxious about the outcomes. They offer advice, confidence and praise to others. Uses **evaluation** to understand what they need to do to improve and that all artists do this.

- **How has the artist produced this work (methods/materials)?**
- **What was the background to the art (time in history)?**
- **Is it traditional, modern or contemporary?**
- **Who made it?**
- **Where were they from (culture)?**
- **Why was it made (purpose)?**
- **What is your opinion of this work?**
- **Why do you like this art?**
- **How does it make you feel?**



How? (methods and materials)

When in history?



Who?



Where?



Why? (purpose)



opinion



Feelings



Talk using the language of art

Year 5/6

Use and understanding the meaning of the words: **art, colour, line, tone, shape, form, mark, texture, pattern, light & dark, observation, mixing, blend, pressure, shade, control, tear, form, join, artist, influence, surface, texture, precision, expression, imagination, intention, evaluation, secondary & tertiary colours, composition, manipulation, realistic, expressive, thoughts, feelings, memories, social, historical context, modern, traditional, contemporary, movement, sensitivity, composition, perspective, dramatic effect.**

Talk showing a more fluent use of the language of art, knowledge of artists and variety of techniques. Apply knowledge of techniques and processes learnt to produce original work.

Evaluate:

- Make careful and considerate judgments about own & others work without comparing their own work to that of others. Uses evaluation to understand what they need to do to improve & that all artists do this.
- Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty.
- Understand that the making process is very difficult and so pupils should know that they should not be too self-critical or compare their work to others at their own expense. They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of other pupils. They should know that most artists struggle with this and that it is a vital part of the art process.

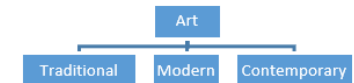
- **Describe the art.**
- **When was the work made?**
- **What social, historical factors affect the work (historical context)?**
- **Does it have historical significance?**
- **Was it valued in its time/ now?**
- **Is it 'art'?**
- **Is it traditional, modern or contemporary?**
- **Within the above, which art movement?**
- **What materials & techniques are used?**
- **What do you see in terms of (line, tone, colour, shape, form, composition, pattern, texture)?**
- **What emotions does the work convey?**



Describe using the language of art



Techniques and materials



When in history? Context.



Value



Who?



Where?



Why? (purpose)



opinion



Feelings

A Quick View of Artists at Crossdale

Children study a range of artists that help them know and understand the main movements and how art has changed.

All dates are approximate.

Traditional: Art that is part of a culture of a certain group of people, with skills and knowledge passed down through generations	Palaeolithic Art <i>Prehistory</i>	Cave art, engravings and carvings from across the world dating from 50,000BCE to around 10,000BCE -	<ul style="list-style-type: none"> • Aboriginal art - Y1/2 Captain Cook • Cave art - Y3 Stone Age-Iron Age
	Ancient Art	<i>8,000 BCE to 5th Century AD</i> Ancient civilisations	<ul style="list-style-type: none"> • Greeks - Y3 The Greeks • Indigenous American Art - Y4 The Haudenosaunee & the USA • Romans - Y4 The Celts & The Romans • Vikings - Y4 The Dark Ages? • Egyptians - Y5 The Egyptians • Mayan - Y6 The Maya
	Medieval Gothic	<i>6th Century AD to 15th Century</i>	
	Renaissance	<i>15th Century AD to 17th Century</i>	<ul style="list-style-type: none"> • Leonardo Da Vinci - Y6 Frozen Explorations • Giuseppe Arcimboldo - EYFS Growing, Y5 From Farm to Fork • Hans Holbein - Y5 The Tudors
	Realism	<i>17th Century to 19th Century</i>	<ul style="list-style-type: none"> • Turner - Y1/2 Seaside Holidays
Modern: In modern art, the idea is to abandon the tradition and try new ways of seeing, as well as new ideas about the materials and use of art.	Impressionism (and post Impressionism)	<i>19th Century</i>	<ul style="list-style-type: none"> • Van Gogh - EYFS Celebrations, Y1/2 Green Fingers & Y5 The Solar System • Seurat - Y1/2 Florence Nightingale • Monet & Gauguin - Y1/2 My Island Home • Cezanne - Y3 Our Healthy Bodies • David Bailey - Y5 Coal Mining • Henri Matisse - EYFS Under the Sea
	Abstract	<i>20th Century</i>	<ul style="list-style-type: none"> • Picasso - Y1/2 Wonderful Me • Klee - Y1/2 Wonderful Me • J. Howard Miller - Y6 War II • Kandinsky - EYFS All about Me
	Surrealism		<ul style="list-style-type: none"> • Various Great inc. Dali & Magritte - Y6 Frozen Explorations • Nash - Y6 WWII
	Other		<ul style="list-style-type: none"> • Georgia O'Keeffe - Y1/2 Green Fingers
Pop Art <small>Bridge from modern to contemporary</small>		<i>20th Century</i>	<ul style="list-style-type: none"> • Warhol - Y1/2 Amazing Animals & Y6 Our Diverse Planet
Contemporary: <small>Contemporary art focuses on recent or present art, and often social issues. In its most basic sense, the term refers to art produced today.</small>		<i>20th to 21st Century</i>	<ul style="list-style-type: none"> • Hundertwasser - Y1/2 Out and About in Keyworth • Goldsworthy - EYFS, Habitats, Y3 Rocks & Rumbles • Stephen Wiltshire - Y4 The Haudenosaunee • Anthony Gormley - Y4 The Digestive System • Freda Kahlo - Y6 The Maya • The Ashington Group - Y5 Coal Mining • Damien Hirst - Y6 Great Explorers

SEND Provision in Art

Cognition and Learning Needs

- Provide visual aids to enable learners to identify artists and their work, as well as to identify equipment and media.
- Provide a word and/or picture bank for the learner to refer to during guided and independent activities.
- Learners will hear and use a range of specific vocabulary including pattern, colour, tone, texture, line, shape, form and space. Discuss and display any key vocabulary together with its meaning. Practice saying them together. Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.
- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Take time to model and demonstrate each element of a process, allowing learners to develop their understanding through a step-by-step approach.
- Showing outcomes from the previous lesson's work can be a useful memory aid.
- Have visual aids in the form of worked examples that the learners can have to hand when completing independent tasks.
- Give time for learners to look back through their sketchbook to make connections to what they already know, which in turn can help nurture motivation.

Communication and Interaction Needs

- Environmental adaptations – optimise listening conditions / seating positions / reduce sensory distractions.
- Use of visual aids / timetables / working walls.
- Use of movement, calming and/or sensory breaks.
- Peer working / talk partners / use shared roles or designated roles in group work with cue cards.
- Link to child's personal interests if possible.
- Use of real-life objects and kinesthetic means of teaching to maintain attention and support understanding.
- Language – non-demanding / positive instruction / reduced / avoid abstract words or concepts, figurative language / choices / provide accurate language models.
- Allow additional processing time. Repeating. Rephrasing. Recapping.
- Visuals for asking for help. Teach asking for help.
- Prepare for transitions and change.
- Adapt activities according to individual sensory profile e.g. allow ear defenders or gloves to be worn etc for messy work / quieter work area etc.

SEMH Needs

- Pre-expose learners to the equipment and nature of the lesson to spark engagement and interest in the upcoming lesson.
- Plan and use movement breaks and sensory breaks into the lesson.
- Create a working classroom environment that is calming and simple, e.g., clear routines, organised workspaces and minimise distractions, alternative seating, all resources out and available etc. Have safe space/calming space available. Calming box.
- Use learning checklists and timers. Chunking instructions. Checking understanding.
- Behaviour - apply specific praise for some individuals.
- Engineer success by using the pupil's strengths.
- Interactive strategies to maintain involvement e.g. whiteboards to all hold up answers / come to the front and take a role etc.
- Provide scaffolding / visuals to maintain focus. Model what you want to see.
- Personalise to a child's interests, if possible.
- Language - consider appropriate language choice: non-demanding / language promoting choice / reducing anxiety etc. Keep instructions, routines and rules short, precise and positive. Consider a child's background and adapt accordingly.
- Prepare for transition and change.
- Adapt classroom and activities according to individual sensory profile e.g. allow ear defenders or gloves to be worn etc for messy work / quieter work area etc.

Physical and Sensory Needs

- Consider using frames or adhesives (e.g., masking tape) that hold down learners' work to surfaces in cases where learners may struggle to hold a resource in place. Provide learners with larger scale materials to work on and gradually decrease the scale as they acquire greater control.
- Encourage learners to experiment with different media, for example when drawing offer chunkier graphite sticks as well as soft 'B' range pencils. Similarly, offer a range of painting application media – some learners may prefer a sponge to a brush or may even use their fingers at times. Use of scissors can be a source of frustration for some learners and wider-handled or easy grip scissors can be a useful aid.
- Plan each lesson to consider points where learners may struggle and allow for adult guidance accordingly.
- Adaptions for visually impaired: altered seating / altered background choices / text size / additional support through recorded instructions, verbal commentary / limit periods of visual strain / eliminate unnecessary copying from the board / pre and post teaching / use of equipment recommended by SFSS.
- Adaptions for hearing impaired: adapt seating, your position to face the child / keep background noise to a minimum / use signing to support / check understanding frequently / provide additional visual resources of spoken words / use additional visuals with new vocabulary / limit periods of auditory strain / pre and post teaching / use of equipment recommended by SFSS.
- Physical needs: Use specific equipment provided and suggested by PDSS / consider classroom organisation to allow for child to have free movement where possible / bring activities to them / encourage more oral recording if appropriate / eliminate unnecessary copying or recording / consider tiredness and adapt activities accordingly with scaffolding.
- Allow additional processing time / working time.
- Allow access to additional ICT equipment, where appropriate.
- Make bespoke adaptations for Sensory Needs – e.g. working outside a classroom if required / allowed to wear gloves for messy work / ear defenders each bespoke to the child's sensory profile.