



Wessex Learning Trust



Axbridge C of E Academy

We Learn Together

Art + Design Curriculum Documents





Intent

At Axbridge C of E Academy, we believe in a curriculum which seeks to develop the whole child, including opportunities to express oneself, and to feel wonder through the visual and creative arts. Art and design concerns the ways we use our intuition and creativity, to make sense of the world around us. How we respond creatively, is a very personal expression of ourselves.

Implementation

At Axbridge, through our inquiry curriculum approach, we aim to provide the best opportunities for observing, experimenting and imagining; important skills needed in the process of creating works of art. Children explore lines, colours, shapes, patterns, textures, space and form. They study famous works of art, and learn about the purposes of art and design in different times and cultures. They adapt and improve their own designs, drawings and paintings, and evaluate their own and others' work. They express themselves in creative ways, and on different scales. Access Art is used to plan tasks that include:

1. Exploring a range of starting points for practical work - ourselves, stories, drama, music, the environment, famous works of art.
2. Working on our own, and collaborating with others.
3. Using a range of materials and processes, including drawing, painting, collage, print making, digital media, textiles, sculpture.
4. Investigating different kinds of art, craft and design in a variety of genres, styles and traditions.

In some lessons, children explore and experiment independently; in others, they work cooperatively, and develop inter-personal skills through working as part of a team. Music is sometimes played during art lessons, to stimulate ideas and contemplation.



When teaching Art and Design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. At Axbridge C of E Academy, we provide a variety of opportunities for Art and Design learning to take place inside and outside the classroom. The teachers make use of the grounds and the surrounding locality when planning for their students. Alongside our curriculum provision for Art and Design, we also provide all pupils with the opportunity to participate in art during after school clubs. Work is celebrated throughout the school, with whole class collaborative projects placed in key locations around the school.

Impact

Within Art and Design, we strive to instil an appreciation and enjoyment of the arts, enriching the children's learning experience. Our Art and Design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills, as set out below. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary/knowledge before and after the unit is taught.
- Summative assessment of pupil discussions about their learning and the use of developing drafts.
- Images of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.
- Marking of work in books where appropriate.



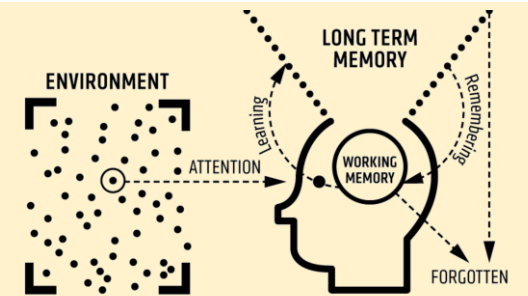
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines



Linking Prior +
New Learning



Focused
Instruction '*I Do*'



Practise
Learning '*We Do*'









Learning Check
'*You Do*'



Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum and EYFS Framework

Substantive Knowledge

Learning about...

- Knowledge of art movements and artists.
- Developing the eight substantive concepts of line, tone, colour, pattern, texture, form, shape and space.

Disciplinary Knowledge

Learning how to...

- Use artistic techniques (such as drawing, painting, printing, mixed media and 3D form) to create specific desired effects.
- Imitate and evaluate an artists work.
- Use and apply a range of artistic tools and equipment.
- Evaluating style and technique - appraising a piece of work.

Procedural Knowledge

Learning to understand how art is made. It is its journey from visual research, to exploring ideas, to practise, making, presenting and evaluating.

Visual Literacy

(First drafts, observations, artist research, historical & social context)



Generate Ideas

(Exploring mediums, materials, tools and techniques, developing skills generating ideas)



Create

(Planning, making, refining, adapting)



Making & Presenting

(Evaluating, critiquing, displaying, analysing)



National Curriculum Programmes of Study and EYFS Framework

EYFS	Year 1	Year2	Year 3	Year 4
<p>Development Matters 4-5 Years: Explore, use & refine a variety of artistic effects to express their ideas and feelings. Return to & build on their previous learning, refining ideas & developing their ability to represent them. Create pictures/collages using a range of techniques. Create collaboratively, sharing ideas, resources and skills ELG 16a: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ELG 16b: Share their creations, explaining the process they have used ELG 16c: Make use of props and materials when role playing characters in narratives and stories.</p>	<p>1.To use a range of materials creatively to design and make products 2.To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3.To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 4.To learn 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>		<p>1. To create sketch books to record their observations and use them to review and revisit ideas 2. 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] 3. To learn about great artists, architects and designers in history</p>	

EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> Recognise that their ideas can be expressed in art work Create freely to record their ideas Recognise some key art works and artists 	<ul style="list-style-type: none"> Can identify curved, straight, looped, diagonal wavy, zig-zag, dashed, dotted, horizontal, vertical, spiral lines. Know how certain materials will affect the quality of mark making. Know the primary colours (red, yellow and blue). Explore what happens when white, black and grey are added to primary colours. Know the characteristics of sculpture materials; clay, card and wire. Know what happens when materials are cut, carved, rolled and destroyed. Recognise the qualities of art from at least one of the artists studied. Know to how recognise and describe some simple characteristics of different kinds of art and artists. 	<ul style="list-style-type: none"> Know that pencils have different grading and how that effects the quality of line/mark making Know what tone is and how it can be used in drawing. Know the primary colours and secondary colours. Know that happens when grey, black and white are added to primary and secondary colours. Name different types of paint and their properties. Know the difference between natural and man-made forms. Know what tools to use to create texture and surface pattern. Recognise art from one of the artists studied. Know the artists movement and period. Know how to recognise and describe some simple characteristics of different kinds of art and artists. 	<ul style="list-style-type: none"> Recognise the different between hatching and cross-hatching. Identify the differences in pencil grade and what each grade is useful for. Know that tone can be used to explore shape and form. Know which primary colours make secondary colours. Use more specific colour language. Know what happens when grey, black and white are added to primary and secondary colours. Name different types of paint and their properties. Know which tools can be used to manipulate materials. Know how to model and construct and join using appropriate techniques. Recognise art from one of the artists studied. Know how to recognise and describe some simple characteristics of different kinds of art and artists. 	<ul style="list-style-type: none"> Explain the effect of different pencils. Know when to use hatching, cross-hatching and contour hatching in drawing. Use specific vocabulary (hatching, cross-hatching, contour hatching). Know that tone can be demonstrated through different mark making techniques. Use more specific colour language. Know how colour and shape can represent emotion. Name different types of paint and their properties. Know how to make and match colours with increasing accuracy. Know which tools can be used to manipulate materials. Know how to model and construct and join using appropriate techniques. Know about making objects that fit for a purpose. Recognise art form one or more of the studied. Know the artist's movement and period. Explain the artist's style. Know how to recognise and describe some simple characteristics of different kinds of art and artists.



	EYFS	Year 1	Year 2	Year 3	Year 4
Drawing	<ul style="list-style-type: none"> Experiment with a range of drawing implements to explore lines (e.g. pencils, crayons, pastels, charcoal, chalk, wax pastels) Experiment with line - patterns, dots, and colour Observe and draw from real-life using lines and patterns Draw freely and with pleasure 	<ul style="list-style-type: none"> Use and layer a variety of media – pencils, rubbers, crayons, pastels, felts, charcoal, chalk Experiment with line, shape, pattern and colour Observe and draw landscapes, patterns and anatomy Use a sketchbook to gather and develop ideas 		<ul style="list-style-type: none"> Experiment with different grades of pencil; explain choices about use of media Use different media to achieve variations in line, texture, tone, shape, pattern and colour; identify and draw the effect of light Use scale and proportion to draw anatomy increasingly accurately, particularly bodies and faces of people Use a sketchbook to research, collect and record 	
Painting	<ul style="list-style-type: none"> To begin to understand that painting is different to drawing; painting is about covering space and use of colour. Experiment with different paint, brushes and brush sizes Name colours; begin to mix primary colours to make others. Begin to paint 'in the style of' key artists 	<ul style="list-style-type: none"> Use different paint, brush sizes and shapes; experiment with tools and techniques – e.g. layering, scraping through, sponge brushes Name colours, mix and match colours to objects; begin to experiment with black and white to make shades and tints Begin to work on different scales; begin to represent a time, season, place or mood using colour and painting techniques Use a sketchbook to gather and develop ideas 		<ul style="list-style-type: none"> Choose paints and implements appropriately and experiment with a wider range of different effects – e.g. layering, scraping, colour blocking, washes, thickening paint, scratching, dotting and splashing Mix colours and know which prime colours make secondary colours; experiment with tone, shade and tint Work confidently on different scales Use a sketchbook to research, collect and record 	
Printing	<ul style="list-style-type: none"> Know that we can make several copies of the same picture; experiment with the relief method Design and build repeated patterns 	<ul style="list-style-type: none"> Experiment with printing techniques - e.g. monoprint, block, relief, rubbings, carbon printing Design and build repeated patterns Use a sketchbook for practising skills and recording knowledge 		<ul style="list-style-type: none"> Research, create and refine a print using a wider variety of techniques – e.g. marbling, screen printing and layering Design patterns of increasing complexity, exploring pattern & shape Use a sketchbook for recording and developing print ideas 	
Mixed Media <i>Including collage and textiles</i>	<ul style="list-style-type: none"> Begin to explore different textiles; undertake some simple textile weaving and decoration Begin to experiment with a range of tools and joins – e.g. cut, and glue material Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea 	<ul style="list-style-type: none"> Begin to use and explore different techniques – e.g. embroidery, applique, fabric crayons Begin to experiment with different joining techniques – e.g. thread a needle, cut, glue, trim material, stitch and knot Make collages using different media – e.g. fabric, plastic, tissue, magazines, crepe paper; cut, tear, join with glue, add marks and add colour to collages to represent an idea Use a sketchbook for practising skills and recording knowledge 		<ul style="list-style-type: none"> Develop different techniques – e.g. weaving, fabric crayons, embroidery, applique Develop skills in stitching, cutting and joining Experiment with overlapping and layering in collages, using a range of media – e.g. fabric, plastic, tissue, magazines, crepe paper Collect, refine and alter ideas 	
3D Form <i>Clay, dough, boxes, wire, paper mache</i>	<ul style="list-style-type: none"> Manipulate and explore using modelling materials – rolling, kneading, pressing, pinching Construct three dimensional shapes by assembling and fixing items (junk modelling) using man-made and natural materials 	<ul style="list-style-type: none"> Manipulate and explore shape and form of clay using basic techniques – e.g. rolling, kneading and shaping; construct a simple form such as a pinch pot or coil pot Construct with recycled, natural and man-made materials Use a sketchbook for practising skills and planning a design 		<ul style="list-style-type: none"> Make informed choices about different clay techniques – e.g. rolling, kneading, shaping, pinching; creating surface patterns and textures; build a textured relief tile; construct a simple clay base for modelling other shapes; build a functional form Cut and join wood with support; make a simple paper mache object using wire or assembled found materials Plan and design in a sketchbook; make models 	



Learning through...(Understanding/Application)

	EYFS	Year 1	Year 2	Year 3	Year 4
Visual Literacy	<ul style="list-style-type: none"> Know that art comes in many forms Know that artists have different styles Demonstrate preferences for a particular artist or art form 	<ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally ("I liked...") Know how to recognise and describe some simple characteristics of different kinds of art, craft and design 	<ul style="list-style-type: none"> Reflect upon the artists' work, and share your response verbally ("I liked...") Understand artists take their inspiration from around them, collecting and transforming Know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times 	<ul style="list-style-type: none"> Know about and describe the work of some artists, craftspeople, architects and designers Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of...") To understand that visual artists look to other artforms for inspiration Understand artists often collaborate on projects, bringing different skills together Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work 	<ul style="list-style-type: none"> Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Understand artists often collaborate on projects, bringing different skills together Deconstruct and discuss an original artwork, using the sketchbooks to make visual notes to nurture pupils own creative response to the work
Generate Ideas	<ul style="list-style-type: none"> Explore a range of art techniques: drawing, painting, printing, collage, textiles, 3D work Use a range of materials to craft, build and join Show interest in the work of others Copy the work of others 	<ul style="list-style-type: none"> Try out a range of materials and processes Show interest in the work of others Know the names of some of the tools, techniques and the formal elements (colours, shapes, etc.) that they use 	<ul style="list-style-type: none"> Deliberately choose to use particular techniques Develop and exercise some care and control over the range of materials they use - for instance, they do not accept the first mark but seek to refine and improve 	<ul style="list-style-type: none"> Develop practical skills by experimenting with, and testing the qualities of a range of different materials and techniques. 	<ul style="list-style-type: none"> Investigate the nature and qualities of different materials and processes systematically
Create	<ul style="list-style-type: none"> Work in a playful, exploratory way 	<ul style="list-style-type: none"> Work in a playful, exploratory way, responding to a simple brief 	<ul style="list-style-type: none"> Create with a variety of materials to make an outcome which responds to a loose brief. 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief 	<ul style="list-style-type: none"> Select, and use appropriately, a variety of materials and techniques in order to create their own work in response to a brief Apply the technical skills they are learning to improve the quality of their work. (for instance, in painting they select and use different brushes for different purposes)
Tier 2 Vocabulary		<ul style="list-style-type: none"> Line, clay, make, tone, shape, colour, primary secondary, texture, construct, build, cross-hatch 			<ul style="list-style-type: none"> Design, observation, composition, tertiary, complementary, mood, technique, manipulate, form, join, illustrate, horizontal, vertical
Tier 3 Vocabulary		<ul style="list-style-type: none"> Sketch, ceramic, shape, colour, primary secondary, texture, construct, build, cross-hatch 			<ul style="list-style-type: none"> Refine, form, focus point, layer, trace, describe, three-dimension, two-dimension, perspective, portrait.



Long Term Plan

	Year 1	Year 2	Year 3	Year 4
Theme 1 <i>Ourselves and Humankind</i>	Who are we? What is my appearance self-portrait. Giuseppe Arcimboldo harvest portrait. Shh book illustration - hot and cold colours	How do animals and humans live alongside each other? Drawing & Painting - Henry Rousseau - landscape genre. Still life - plants, landscapes & people.	How does the Earth move and change? Shade and Tone Hokusai and print making	How do humans adapt to their environments? Drawing & painting Gerardo Murillo Dr Atti Comparing volcanoes - chalk & paint Andy Warhol
Theme 2 <i>Culture and Diversity</i>	Where do we live? Lowry - townscapes. Create Axbridge Lowry style work	What is the UK? 3D Form Salt dough UK maps relief, colour, pattern	Why have humans changed through time? Stone Age art and The First Drawing Picasso - The Bull	What is democracy? (Greeks) Greek vases - design & make clay models. Textures& patterns
Theme 3 <i>Community and Citizenship</i>	What is our community? Van Gogh Starry Night painting Alfred Wallis & Alison Wilson paper craft & embossing	How have inventions changed communities? Mixed media - ship signal flags	How do humans use landscapes? Painting - Cheddar artist Tilly Mortimore	What is the impact of empires? Mixed media Roman - collage mosaics
Theme 4 <i>Exploration and Discovery</i>	Let's go on a journey Drawing & Textiles - Alison Frost feather collage. DT weaving.	What can we discover by exploring? DT rockets	What helps us understand life in the past? Clay pots - Beaker people Celtic design	Can exploration help us understand the world? Painting Norwegian artist - landscapes
Theme 5 <i>Expression and Creativity</i>	What is the natural world? 3D Form Sculpture/Land art Andy Goldsworthy	What is the impact of our climate? Painting - African Savannah background/ sunrise animal silhouettes	How does nature shape the landscape? Mixed media collage The River	How does migration influence others? Printing Anglo-Saxon artefacts Brooch/shield patterns
Theme 6 <i>Ourselves and Humankind</i>	What have we discovered? Printing - animals Angela Harding & Mark Hearld	How does where we live affect how we live? Printing Ndebele art - collage repeating patterns/necklace	How different was the ancient world to my life today? Mixed media Alaa Asward (Egyptian artist) Paper making	What change can we make? 3D Form Recycled sculpture upcycling Wire & paper mache structure