

# Art and Design

## Key Concepts

### SEQUENCING (How are we piggybacking learning?)

Pathway 1- Elements of art (line, shape, space, form, light, texture, colour etc)

Pathway 2- Creating different types of art (painting, drawing, sculpture, printmaking, textiles, collage etc)

Pathway 3- Exploring different types of art (portraits, landscapes, mural, still life, embroidery, ceramics etc)

Pathway 4- Studying artists, art movements, craft makers and designers.

### KEY CONCEPTS (What is the subject Intent?)

Each unit should begin with the investigation of the relevant artwork, artist/designer/crafts person, art movement etc.

The purpose of the artwork should be considered and discussed.

Relevant skills, methods and techniques should be taught, and the children given opportunities to practice and refine these in their sketchbooks.

A final piece of artwork should be produced, that incorporates and demonstrates the learning of the child. Children should self/peer critique artwork throughout the unit particularly the final piece.

Artwork should be displayed and celebrated.

### CURRICULUM DRIVERS – How?

**AMBITION (Success)** – Give opportunities to explore and be inspired by the work of artists, designers and crafts people. Analyse their methods and techniques. Teach these methods and techniques and allow children time to practise and refine them in sketchbooks before applying learning to a final piece of artwork.

**BELIEF (Confidence)**– Give children opportunities to critique their own and other pupils’ artwork at various stages of development. Celebrate what has worked well and encourage children to incorporate successful methods and techniques within their own work. Sketchbooks should show how children’s skills, methods and techniques have developed and progressed.

**COMPASSION (Motivation)** – Encourage children to understand the purpose of art in the world in which we live. Did the artist have a particular intent when they created their work? Does the work help us to understand how past civilisations lived? Does it capture a pivotal moment in history? Does it help us to understand ideas/thoughts/feelings? Is it politically motivated? Is it protesting against something? Is it trying to sell us something? Does it bring beauty to the world? What do they want to achieve in the artwork they create?

**PRIDE (Knowledge)**– Children should have the opportunity to work on individual, group, class and whole school artwork. Each unit of art should culminate in children creating a final quality piece of artwork that incorporates the learning of that unit. Skills that have been developed within the sketchbook should be evident within the final piece. The final pieces should be displayed, and other staff, children and parents invited to view when the opportunity arises.

**RESPECT (Responsibility)** – Children need to understand that art can have a significant impact on the individual. It can bring pleasure, inspiration or cause offence. Opinions about art should be greatly encouraged, but more so the valid justifications for these opinions. When talking about artwork appropriate language should be taught and used.

### DEEP IDEAS (Curriculum Depth)

What does the piece of artwork make you think/feel/understand?

What do you think the artist intended?

How has the artist used line/shape/form/texture/light/shade/colour/imagery to create what they intended?

What is your opinion of the artwork?

How do you justify your opinion?

### TESTING OUT KNOWLEDGE (Has it stuck? How do we know?)

Children’s progress should be evident in sketchbooks and final pieces.

Ongoing teacher assessments against lesson LOs.

Markbooks should track children’s progress.