



Kessingland Church of England Primary Academy

Art and Design: Curriculum Overview



| | Autumn | Spring | Summer |
|----------|---|---|--|
| KS1 (A) | Printmaking: Houses and Homes | Sculpture and Painting: Food around the World | Drawing and Painting: Still Life |
| KS1 (B) | Drawing and Painting: Still Life | Printmaking: Drawing with Scissors | Sculpture: Figures and Form |
| LKS2 (A) | Painting: Landscapes | Sculpture and Painting: Still Life Clay Fruit Tiles | Drawing and Printmaking: Story Boxes |
| LKS2 (B) | Painting: Still Life | Drawing and Printing: Portraits | Sculpture: Making Sculptural Wild Things |
| UKS2 (A) | Painting and Drawing: Self Portraits | Sculpture and Painting: Food Festival | Printmaking: Landscapes |
| UKS2 (B) | Sculpture and Painting: Clay Fruit Pots | Drawing and Printmaking: Illustrating Poetry | Painting: Self-Portraits |

Vision Statement:

At Kessingland Church of England Primary Academy the purpose of education is to further social justice and to deliver a curriculum that includes powerful knowledge, which takes pupils beyond their everyday experience.

Art and Design is an entitlement for our pupils and accessible to all. We believe that art education is about mastering and developing explicit skills in fine art, ensuring that all pupils have the chance to succeed, regardless of their starting points. Visual arts focus on drawing, painting and printing to equip our pupils with the knowledge and skills to experiment, create and invent their own works of art, craft and design. By developing a unique visual vocabulary, we believe our pupils can cross language barriers, enabling them to feel a sense of self-satisfaction in communicating their own individual responses.

Art is an important form of cultural expression and therefore, we believe it has meaning for all of our children. Every culture, every period in the history of humanity has produced artistic responses to social situations and cultural events - Art and Design is an essential way for us to respond to the world. Art is not only a practical subject but academic as it engages with: history, politics and society, cultural, social, economic and spiritual aspects of the past, present and future.

We explicitly teach children to use the language of Art and Design so that they can confidently discuss the images and artefacts they encounter. This enables our children to acquire the theoretical understanding they need to become critical audiences and informed consumers of Art and Design.

Creativity is not confined to the arts: creativity and imaginative activity inform teaching and learning across our school. Art and Design not only impacts our curriculum, but has strong links with parents, other schools, local communities and authorities. By gaining a deep understanding of media and resources, we aim to inspire and challenge our pupils. We recognise the creative economy is a powerful emerging economic sector, an arena that we want to enable our pupils to access. Our teaching invites children to become innovators and trend-setters, to be resourceful and pioneering citizens.

Domains of knowledge:

Practical Skills and Mastery:

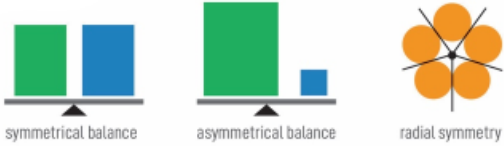

| Discipline | Media | Methods and techniques | Contexts |
|--------------------|--|--|--|
| Drawing | Pen Ink Charcoal Chalk Oil pastel Soft pastel Crayon Graphite | Cross-hatching, hatching, scribble, stipple, blending, shading, enlarging, reducing, observational drawing, mark making, layering, view finder, tonal grading, side strokes, smudging, blending, erasing, line, dots | Still Life Landscape Self-portraits |
| Painting | Watercolour Acrylic | Blocking, building up, sgaffito, washes, dabbing, palette knife, layering, stippling | Landscape Portraits 3D Forms Still Life |
| Printmaking | Linoleum Relief Mono-print Foam board | Printmaking tools, ghost print, printing in multiple colours, reduction print | Landscapes Portraits Still Life |
| Sculpture | Clay Recycled materials Natural materials | Modelling, carving, joining materials, slip, gluing | Land Art Clay Self-portraits Creatures |

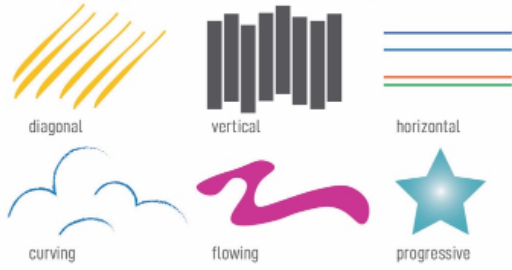


Historical and theoretical understanding:






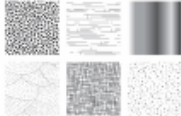
| Periods | Art Movement | Artists |
|---|-------------------------------------|---|
| Prehistory – 15 th century | Greek Roman Non-Western | N/A |
| 15 th -16 th century | Renaissance | Leonardo Da Vinci Raphael Michelangelo |
| 17 th – 18 th century | Baroque Romanticism Realism | Caravaggio Rembrandt Bernini Francisco Goya J.M.W Turner John Constable John Ruskin Thomas Gainsborough Giorgio Morandi Gustave Courbet Edouard Manet Jean-François Millet Augusta Savage |
| 19 th century | Impressionism Post Impressionism | Claude Monet Pierre-Auguste Renoir Paul Cezanne Henri Matisse Mary Cassatt Vincent Van Gogh |

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| | | Edvard Munch Georgette Chen Emily Carr Paul Gauguin |
| 1900- 1945 | Expressionism Fauvism Cubism Dada Surrealism | Wassily Kandinsky Paul Klee Piet Mondrian Kathe Kollwitz Gabriele Munter Ang Kiukok Marianne von Werefkin Hilma af Klint Sophie Taeuber -Arp Henri Matisse Andre Derain Alice Bailly Pablo Picasso Juan Gris Georges Braque Tristan Tzara Max Ernst Hannah Hoch Jean Arp Joan Miro Salvador Dali Meret Oppenheim Frida Kahlo Leonora Carrington Dora Maar |
| 1946 – present | Abstract Expressionism Pop Art Installation Conceptual Contemporary Sculpture Architectural Sculpture | Jackson Pollock Mark Rothko Willem de Kooning Robert Rauschenberg Helen Frankenthaler Joan Mitchell Andy Warhol Roy Lichtenstein Tom Wesselmann Claes Oldenburg Keith Haring Richard Hamilton Rosalyn Drexler Marisol Escobar Kiki Kogelnik David Hockney Yayoi Kusama Olafur Eliasson Damien Hirst Ai Weiwei Rachel Whiteread Christo and Jean-Claude Cornelia Parker |

Key Concepts:

| Elements of Art and Design | Principles of Art and Design |
|---|---|
| <p>Line: a line is a mark or stroke, long in proportion to its breadth; an elongated dot is a line!</p> | <p>Balance: refers to the visual weight of the elements of the composition. It is sense that the painting feels stable; imbalance causes a feeling of discomfort.</p> <p>Balance can be achieved in three ways:</p> <ol style="list-style-type: none">1. Symmetry – both sides of the composition have the same elements in the same position.2. Asymmetry – the composition is balanced due to the contrast of any elements of art.3. Radial symmetry – elements are equally spaced around a central point.  <p>symmetrical balance asymmetrical balance radial symmetry</p> |
| <p>Shape: a shape is two-dimensional, flat space, which can only have height and width enclosed by a line. Shape can be geometric or organic and irregular like the shapes we observe in nature.</p> | <p>Rhythm: is created by movement implied through the repetition of elements in a non-uniform but organised way. Unlike pattern, which demands consistency, rhythm relies on variety.</p>  |
| <p>Composition: space details the area around or inside shapes. 'Positive space' is the area occupied by an object and 'negative space' is the area around an object. Specific vocabulary: foreground, middleground and background. Space can be explored in 3D and 2D work.</p> | <p>Contrast: is the difference between elements of art in composition, such that each element is made stronger in relation to the other.</p> <p>Contrast can be achieved by juxtapositions of any elements of art e.g.</p> <ol style="list-style-type: none">1. Negative and positive space2. Complementary colours placed side by side |
| <p>Tonal Value: tonal value refers to the degree of lightness or darkness, or shade, of an object or colour. Artists use this element to create the illusion of depth in 2D shapes by shading and adding shadow. 'Tints' make colours lighter by adding white or yellow, 'shades' make colours appear darker by adding black or darker colours.</p> | <p>Movement: is the result of using elements of art such that they move the viewers eye around and within the image.</p> <p>A sense of movement can be created by:</p> <ol style="list-style-type: none">1. Diagonal or curvy lines |

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|--|---|
| | <ol style="list-style-type: none"> Real or implied edges Illusion of space Repetition Energetic mark-making  |
| <p>Colour: colour is all around us. Colour has three main properties: hue, which is the name we give different colours; intensity, which relates to the vividness of the colour; and tonal value, which relates to the shade or tint of a colour. Colour affects moods, emotions and appetite.</p> | <p>Unity: all elements fit together comfortably. Too much unity creates monotony, too much variety creates chaos: ideally you want both.</p> |
| <p>Texture: this element relates to how the surface of something feels, or might feel if you could touch it. This could mean either the real surface quality or the illusion of surface quality. Pattern can also be explored by observing texture.</p> | <p>Emphasis: is when the artist creates an area of the composition that is visually dominant and commands the viewers' attention. This is often achieved by contrast.</p>  |
| <p>Form: all objects that have three-dimensions are examples of this element. 3D forms will have height, width, depth and volume. Forms can be viewed from all sides, either by picking them up or by walking around them.</p> | <p>Proportion: is the size of objects in relation to each other, or within a larger whole. This could be natural, exaggerated and idealised. Proportion is one of the inherent behaviours towards achieving perspective.</p>  |
| <p>Pattern: is constructed by repeating or echoing the elements of an artwork to communicate a sense of balance, contrast, rhythm or movement. There are two basic patterns in art and design: natural pattern and man-made pattern.</p> | <p>Variety: Variety refers to the elements of a composition that differ from one another. Variety creates visual interest and energy. A lot of variety can make an artwork look busy or overwhelming. When paired with unity, variety offers the viewer points of interest</p> |

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| | <div><div><p>variety of color</p></div><div><p>variety of shapes</p></div><div><p>variety of lines</p></div><div><p>variety of size</p></div><div><p>variety of perspective</p></div><div><p>variety of textures</p></div></div> |
| Atmosphere: can be created depending on the value and contrast of the tones used in art and design work. Value refers to how light or dark a tone is: dark tones are said to have a low value, whereas light tone a high value. Contrast refers to the difference between tones. A small amount of contrast, or low contrast, between the lightest and darkest tones will tend to result in a subtler or calm image. The greater, or higher, the contrast of tones, the more dramatic the atmosphere. | |

End point 1: Practice

Fluency and confidence to experiment with media and the ability apply these in a variety of contexts by understanding the materials and techniques they use.

| Declarative (know that) | Procedural (know how) |
|---|---|
| <ul style="list-style-type: none">• Define and explain the formal elements of Art and Design• Name the media, materials and tools used in Art and Design | <ul style="list-style-type: none">• Know methods of using equipment relating to drawing, sculpting, printing and painting• Know different techniques |

| National Curriculum Link: | | |
|--|---|---|
| Aims: | KS1: | KS2: |
| <ul style="list-style-type: none">• become proficient in drawing, painting, sculpture and other art, craft and design techniques | <ul style="list-style-type: none">• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | <ul style="list-style-type: none">• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] |

End point 2: Art History

An awareness of Art History, Key Art Movements and Artists from different cultural and historical positions, including present day, and the social events that influence them.

| Declarative (know that) | Procedural (know how) |
|--|---|
| <ul style="list-style-type: none">• Name key art movements• Know key historical and cultural events that led to or influenced art movements• Name key artists linked to art movements• Identify the key features of art movements• Know key works of Art linked to each art movement | <ul style="list-style-type: none">• Sequence art movements on a timeline• Explain artistic intentions and contributions to art movements• Discuss historical and cultural events that led to or influenced art movements• Make connections between their own artwork and the work of artists, craftspeople and designers |

| National Curriculum Link: | | |
|---|--|---|
| Aims: | KS1: | KS2: |
| <ul style="list-style-type: none">• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | <ul style="list-style-type: none">• know 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 | <ul style="list-style-type: none">• know about great artists, architects and designers in history |

End Point 3: Process

Visually record and use observations and experiences to create and refine original artwork from varying starting points, which springs from their own ideas.

| Declarative (know that) | Procedural (know how) |
|--|---|
| <ul style="list-style-type: none">• Define and explain the formal elements of Art and Design• Name the media, materials and tools used in Art and Design• Know key works of art and artists from art Movements | <ul style="list-style-type: none">• Identify a theme or artwork to explore to highlight an enquiry, idea or questions• Use techniques, materials and tools to respond to a stimulus• Research artists' work to develop ideas• Experiment with materials, media and techniques to develop ideas• Use a sketchbook to communication your process and journey from stimulus to outcome• Use visual methods and writing to record artistic intentions and develop ideas• Evaluate your work in progress to select and make small changes to achieve your artistic intention <p>Produce a personal outcome</p> |

| National Curriculum Link: | | |
|--|--|--|
| Aims: | KS1: | KS2: |
| <ul style="list-style-type: none">• produce creative work, exploring their ideas and recording their experiences | <ul style="list-style-type: none">• to use a range of materials creatively to design and make products | <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas |

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|---|---|
| Starting out (Developing ideas) | Observing; providing stimulus material; researching; playing with ideas; drawing; generating ideas. |
| New Experiences (Experiment and refine) | Learning to use materials/new techniques; providing an introduction to relevant existing artwork; exploring emotions. |
| Travelling along (Record) | Practising new learning; developing ideas in the light of new discoveries; discussing; providing review and evaluation; making decisions; editing and making alterations. |
| Arrival (Present) | Developing artwork to a final or finished state; providing opportunities for evaluation and review by peers; exhibiting their work. |

End Point 4: Communication

Confidently use subject-specific vocabulary to critique, review and discuss their own work and work of others in visual, written and oral forms.

| Declarative (know that) | Procedural (know how) |
|--|--|
| <ul style="list-style-type: none">• Know and understand key vocabulary• Understand artistic choices in composition and form | <ul style="list-style-type: none">• Reference both formal elements and the principles of Art and Design• Discuss and review the work of their own and others• Use written form to evaluate work, make judgements about its effectiveness and successes |

| National Curriculum Link: | | |
|---|--|--|
| Aims: | KS1: | KS2: |
| <ul style="list-style-type: none">• evaluate and analyse creative works using the language of art, craft and design | <ul style="list-style-type: none">• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | <ul style="list-style-type: none">• to create sketch books to record their observations and use them to review and revisit ideas |