

Clipston Endowed VC Primary School – The Big Picture - Art & Design

Our Over-arching Intent	That every child flourishes and enjoys learning through access to a rich, rounded, connected, coherent and progressive curriculum		
Aims of our Curriculum	To develop successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve	To develop confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.	To develop responsible, happy citizens of the world who have the capacity to make positive contributions to society.
Core School Value	“Be Kind ~ Be Your Best ~ Be Happy”		
The Intrinsic Core: Our Art & Design Intent	To explore and create ideas: understand how ideas develop through an artistic process.	To master skills and techniques: develop procedural knowledge so that ideas may be communicated.	To take inspiration from the greats: learn from the historical and cultural development of their art forms throughout history.
We will develop the knowledge and skills that children need to succeed	Develop children’s vocabulary acquisition and oracy skills so that they can articulate their thoughts both verbally and in written form, in order to communicate effectively in a range of situations.		Provide opportunities for children to be exposed to a wide variety of cultures, topics, themes and points of view to counter-balance the lack of diversity in our local demographic at our largely white British school, in order to prepare them for life in modern Britain.

How we organise learning in Art & Design, through the development of Big Ideas:

Explore and Investigate Whole School Big Ideas	Explore and Create Skills and Techniques Evaluate and Analyse Inspiring Artists
-------------------------------------------------------	----------------------------------------------------------------------------------------------

The Big Ideas are developed through the understanding of Key Themes or Schema:

Develop understanding over time of Six Key Themes	Drawing, Painting, Collage & Printing, Sculpture, Styles & Periods, Visual Language		
Aspects of knowledge that may be include in each Key Theme:	<p>Drawing Develop skill and mastery using pencil, crayon, pens, chalk & pastels, and other mark-making tools, including:</p> <ul style="list-style-type: none"> • Sketching & shading • Tone & Texture e.g. through hatching and cross hatching • Light & Shadow e.g. through shading or brush technique • Movement & Perspective e.g. applying different line thicknesses • Reflection e.g. sketching lightly or brush technique • Appreciating the importance of collecting information and presenting ideas e.g. through sketching • Notable artists, artisans and designers 	<p>Painting Develop skill and mastery using a variety of paint mediums and canvases. To apply knowledge of colour theory in creating own artwork, including:</p> <ul style="list-style-type: none"> • Colour mixing • Primary, secondary and tertiary colours • Colour systems (palettes) and the colour wheel • Hue, tint and shade to create tone • Layering colours • Complementary and analogous colours • Warm and cool colours • Notable artists, artisans and designers 	<p>Collage & Printing Develop skill and mastery using a variety of craft materials to create differing effects, including:</p> <ul style="list-style-type: none"> • Layering & Replicating to create pattern • Pattern e.g. through creating prints • Pattern e.g. through weaving and tessellation • Tone & Texture e.g. through mixing material • Exploring the qualities of materials in order to adapt, refine and enhance ideas • Notable artists, artisans and designers
	<p>Sculpture Develop skill and mastery using a variety of sculpting materials to create 3D artworks, including:</p> <ul style="list-style-type: none"> • Moulding and carving • Layering and replicating to create pattern • Rolling and cutting • Combining shape and materials (e.g. clay, paper, card, fabric, recyclables) to create different effects • Availability of materials and technological advancements • Notable artists, artisans and designers 	<p>Styles & Periods Build an awareness and appreciation of the historical and cultural development of art forms, including:</p> <ul style="list-style-type: none"> • Changes through time (e.g. from Stone Age carving to contemporary art) • Availability of materials and technological advancements • Common themes expressed through art e.g. love, war, food, religion, home • Historical events e.g. social and political influences • Artistic pioneers who created an art movement or are significant within a specific period or for a particular style 	<p>Visual Language Develop of language and understanding to be able to analyse and critique work, explaining our opinions. This may include:</p> <ul style="list-style-type: none"> • The language of art used to describe and analyse any work of art • How forms of lines and marks are constructed into meaningful shapes, structures and signs • How an image can dramatise and effectively communicate an idea or message • How the use of a particular technique or colour can stress the most important feature within a certain piece • Describe how emotion is conveyed through pieces of art including the impact of using line, colour, texture and shape

Implementation: How do we deliver our Curriculum

Early Years	Children’s development in Expressive Art and Design will be supported, as their artistic and cultural awareness grows and supports their imagination and creativity, through a variety of activities and experiences that reflect upon the Characteristics of Effective Teaching and Learning. This will include opportunities to explore a wide range of media and materials, observe and engage with the arts and interpret and appreciate what they hear, and observe. A full outline of the EYFS specifically linked to Art & Design can be found in our Art and Design Overview and End Points document.		
Progression	Progression in Learning from Reception to Year 6 is outlined in our Art & Design Overview and End Points document.		
Big Ideas – Planned Progression of Components for Key Stage One	Explore & create	Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	
	Skills & techniques	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
	Evaluate & analyse	Describe the differences and similarities between different practices and disciplines, and make links to their own work.	

Key Stage One Disciplinary Knowledge – In the context of...

Inspiring artists

Know 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.

Year A

Drawing (leaf rubbings & chalk)

- Study and critically analyse artwork by: **Edward Tingatinga** (1932 – 1972), Tanzania
- Draw lines of different sizes and thicknesses, using different points and sides of crayon and soft chalks
- Experiment with different surfaces e.g. paper, corrugated cardboard and playground
- Colour (own work) neatly, following the lines
- Show pattern and texture by adding dots and lines
- Show different tones by using coloured chalk and crayon and layering these
- Apply learning through exploration to create own leaf study and leaf rubbing.
- Apply learning to create own artwork in the style of Edward Tingatinga.



Painting (colour theory & finger painting)

- Study and critically analyse artwork by: **Claude Monet** (1840 – 1926), France
- Use fingers to explore mark-making
- Know the primary colours and mix these to make secondary colours
- Create colour wheels
- Apply learning to create own artwork in style of Monet's waterlilies



Water Lilies- 1899



Sculpture (nature)

- Study and critically analyse artwork by: **Andy Goldsworthy** (1956 – present), UK
- Explore patterns in nature including colour, shape, line, tone, size and texture
- Create repeating patterns using natural materials
- Apply learning to create a picture replica using natural materials using a combination of shapes, textures, size, colours and lines



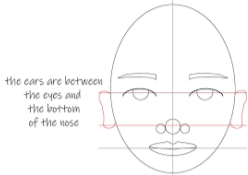
Natural sculptures by Andy Goldsworthy



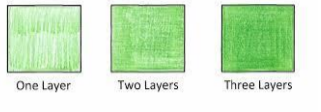
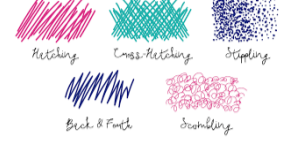
Year B

Drawing (self-portrait & chalks/pastels)

- Study and critically analyse artwork e.g. by: **Leonardo da Vinci** (1452 – 1519), Italy
- Explore lines of different sizes and thickness and discuss the effects they create
- Study proportion of facial features and observe these on own self using a mirror and draw using template
- Show patterns and texture by adding dots and lines in a purposeful way e.g. in observational drawing of objects and landscape
- Add colour using pencil crayon, exploring the effects of pressing (hard and soft) layering, hatching and cross-hatching
- Show different tones by using coloured pencils
- Apply learning to create own observational self-portrait using pencil and pencil crayons

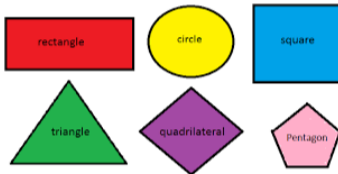


Mona Lisa- 1506
Man in red chalk - 1512



Painting (colour theory & cubism)

- Study and critically analyse artwork e.g. by: **Pablo Picasso** (1881 – 1973), Spain
- Explore cubism and using physical representations, paint / draw a series of geometric shapes, talking about their properties
- Study and critically analyse artwork e.g. by: **Lyubov Popova** (1889 – 1924), Russia, linking to similarities with Picasso's style
- Provide opportunities to practice and develop skills including thickness of lines created by angle, point and side of chalks / oil pastels
- Use ruler, chalks / oil pastels and 2D shapes to create own suprematism artwork in style of Popova
- Discuss similarities and differences between portraits of da Vinci and Picasso
- Explore paint colour theory including primary colours, secondary colours and mixing
- Lighten paint colour by adding white, darken by adding black
- Apply learning to create own self-portrait in cubism style of Picasso using paint and varying brush sizes



Self Portrait 1907
Lover in a Beret 1937



Untitled composition



Sculpture (clay)

- Explore techniques such as rolling, cutting, moulding and carving with clay e.g.
- Explore how patterns can be created in clay by pressing objects into the surface
- Create a pinch pot using thumbs pushed into a ball of clay, pinching and turning to build rudimentary walls
- Create a pot using the coil method: roll a sausage, score and slip, stick and smooth
- Apply and combine learning to sculpt a clay leaf bowl of their own design



- Create a pinch pot using thumbs pushed into a ball of clay, pinching and turning to build rudimentary walls
- Create a pot using the coil method: roll a sausage, score and slip, stick and smooth
- Apply and combine learning to sculpt a clay leaf bowl of their own design

Collage (tissue paper)

- Use a combination of materials that are cut (scissors), torn, scrunched and glued
- Sort and arrange materials, mixing these to create texture
- Use rolled up paper, straws, paper, card and clay as materials
- Layer and glue tissue paper, making use of its transparent quality
- Bleed the colour of tissue paper with water to transfer to another surface
- Use white crayon and bleeding to create wax-resist image



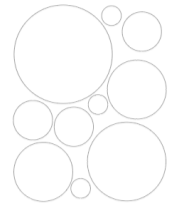
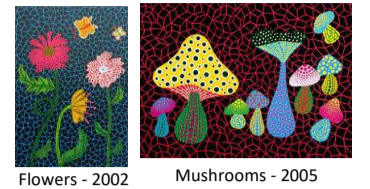
Printing (potatoes)

- Study and critically analyse artwork by: **Andy Warhol** (1928 – 1987), USA
- Use objects to create prints (e.g. fruit, vegetables, sponges, hands...)
- Use repeating and overlapping shapes
- Mimic print from the environment
- Press, roll, rub and stamp to make prints
- Apply knowledge of exploration to create own artwork of repeating images in different layered colours in style of Andy Warhol



Collage (paper dots)

- Study and critically analyse artwork by: **Yayoi Kusama** (1929 – present), Japan
- Provide opportunities to practice and develop skills, including cutting, tearing, scrunching, gluing and rolling
- Practice cutting circles and dots of varying sizes using templates as a guide to develop proficiency of skill
- Composition by laying blocks of coloured card and experimenting with size, proportion and position to recreate an image



- Apply learning to create own artwork inspired by Kusama using collage skills and dots



Printing (Hapa-zome 'leaf-printing')

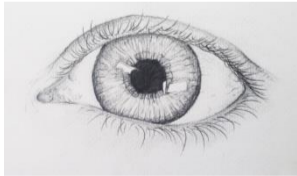


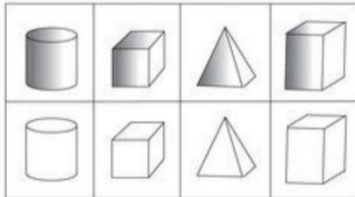


- Recall previous knowledge of printing including, overlapping shapes, repeating patterns and a variety of objects to make marking through pressing, rolling and stamping. Collate in grid
- Discuss effects of each technique and children's preferred method (sketchbook or classbook)
- Define printing as transfer of colour from one surface to another and discuss how this applies to each of the press, roll and stamp methods above
- Introduce Japanese leaf dye printing method, 'Hapa-zome' and discuss in context of colour transfer, collect comments (sketchbook or classbook)
- Children create own hapa-zome prints



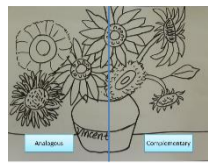
Big Ideas – Planned Progression of Components for Lower Key Stage Two

Explore & create	Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Produce creative work, exploring their ideas and recording their experiences.
Skills & techniques	Further develop their skills in drawing, painting, sculpture and other art, craft and design techniques. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
Evaluate & analyse	Create sketch books to record their observations and use them to support development of ideas. Evaluate and analyse creative works using the language of art, craft and design.
Inspiring artists	Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Lower Key Stage Two Disciplinary Knowledge – In the context of...

	Year A	Year B
<p><u>Drawing (pencil sketching)</u></p> <ul style="list-style-type: none"> ○ Techniques for coverage, pattern and texture e.g. shading, cross-hatching, smudging, swirls, pointillism ○ Density of strokes to consider shape, line and movement ○ Experiment with shadow and the direction of a light source to create tone: ○ Application of learning to 'final piece' to produce an enlarged observational pencil drawing of an eye:  <p><u>Painting (colour theory)</u></p> <ul style="list-style-type: none"> ○ Study and critically analyse artwork by: Van Gogh (1853 – 1890), Netherlands ○ Revise colour theory from KS1 including primary colours, secondary colours and the colour wheel. ○ Mix primary colours to create secondary colours. ○ Develop understanding of analogous colours and complementary colours. ○ Develop understanding of 'warm' and 'cool' colours.  	<p><u>Year A</u></p> <p><u>pencil shading - light source from the right</u></p> 	<p><u>Year B</u></p> <p><u>Sculpture (junk modelling)</u></p> <ul style="list-style-type: none"> ○ Study and critically analyse artwork by: Wassily Kandinsky (1866 – 1944), Russian ○ Discuss artworks and use these to stimulate creation of own painted concentric shapes on thick card. ○ Know that a 2D image can be transformed into a 3D sculpture using a range of cuts, bends and twists ○ Cut the concentric shapes into (free standing) spirals (possibly supported with wire). ○ Application of learning to 'final piece' to produce a 3D Sculpture in the style of Kandinsky using a combination of 3D shapes sourced from e.g. cardboard tubes, cardboard nets, plastic, wooden dowel, straws, polystyrene etc., building on the techniques explored above.  

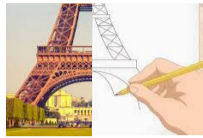
- Application of learning to 'final piece' to produce own painting in the style of Van Gogh's 'Sunflowers' with half painted in analogous colours and half in complementary colours.
- Class gallery to evaluate own creative work and that of others.



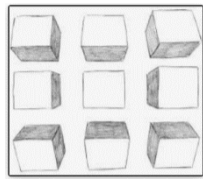
Sunflowers - 1888

Drawing (perspective)

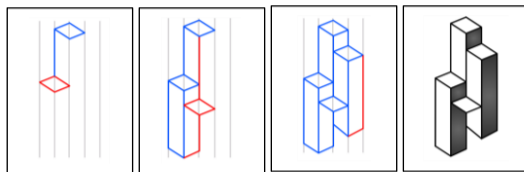
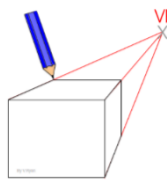
- Study and critically analyse artwork by: **Sue Averell** (1957 - present), USA - in particular her artwork on cityscapes
- Use 2D observational drawing skills to complete a famous landmark.
- Practise drawing cubes and cuboids from different angles.
- Practise drawing cubes and cuboids using one vanishing point.
- Discuss Lines of symmetry / parallel lines / perpendicular lines
- Learn about the horizon line and use, together with skills above, to look at a 2D skyscraper and re-create it in 3D



The Future is Now



point.



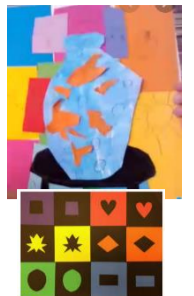
- Look at cityscape artworks created by Sue Averell. Consider how perspective is created, the "horizon line" and how 3D buildings are created
- Application of learning to 'final piece' to create a cityscape in the style of Sue Averell using perspective with a single vanishing point.



- Create a collage background by layering different colours and textures.
- Create a focus to the composition by adding a human figure / fish.
- Explore positive and negative space collage using symmetry.
- Application of learning to 'final piece' to produce a collage artwork in the style of Matisse entitled Goldfish Bowl or Cut-Outs



layering different



Drawing (oil pastels)

- Study and critically analyse artwork by: **Faith Ringgold** (1930 - present), USA -including how her art is used for activism and story-telling.
- Heavy pressure blending to create a rich, blended look in 3x1 grid
- Light pressure blending by layering more colours to achieve various values or hues in 3x1 grid
- Stippling (small choppy strokes) and scumbling (controlled scribbled marks) in 4x4 grid to compare effects
- Sgraffito using wooden stylus or paperclip to scratch or scrap away design lines in heavy oil pastel block.
- Application of learning to 'final piece' to produce an artwork in the style of Faith Ringgold using oil pastel on black paper
- See link for skills:



Mama can sing, Papa can blow (2003)



<https://theartofeducation.edu/2015/05/20/7-distinct-techniques-to-transform-your-oil-pastel-projects/>

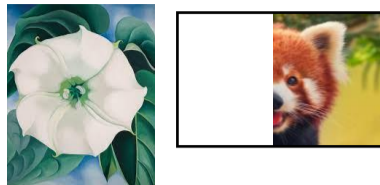
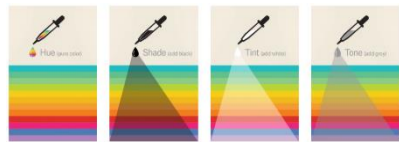
Big Ideas – Planned Progression of Components for Upper Key Stage Two

Explore & create	Further develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Produce creative work, exploring their ideas and recording their experiences.
Skills & techniques	Increase proficiency in drawing, painting, sculpture and other art, craft and design techniques. Further improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) building on prior knowledge and experiences.
Evaluate & analyse	Create sketch books to record their observations and use them to review and revisit ideas. Evaluate and analyse creative works using the language of art, craft and design.
Inspiring artists	Discuss great artists, craft makers and designers in history, making links across art forms, culture and time.

Upper Key Stage Two Disciplinary Knowledge – In the context of...

	Year A	Year B
<p><u>Drawing (pencil sketching)</u></p> <ul style="list-style-type: none"> Revise sketching theory from KS1 and LKS2 Techniques for coverage, pattern and texture – shading, cross-hatching, smudging, swirls, pointillism Light and shade and differing pencil grades to create tone Density of strokes to consider shape, line and movement Re-visit skills developed in LKS1: hatching, cross-hatching, blending, stippling. Develop the concept of Value Scales – the lightness vs darkness of colour Experiment with different pencil grades, filling in a 5x3 grid with techniques of choice using 6H > 2H > 2HB > 2B > 6B Look at a variety of Zentangle artworks and complete a 3x6 grid with different techniques trialled in each square. Application of learning to 'final piece' to produce own Zentangle design Class gallery to evaluate own creative work and that of others. <p><u>Painting (colour theory)</u></p> <ul style="list-style-type: none"> Study and critically analyse artwork by: Georgia O'Keeffe (1887 – 1986), USA – Modernist. Revise colour theory from KS1 and LKS2 including primary colours, secondary colours and the colour wheel. Mix primary colours and secondary colours to create tertiary colours. Revise understanding of analogous colours and complementary colours, and consider their uses and emotional impacts in conveying a message in artwork. 	<p><u>Value Scale</u></p> <p><u>Zentangle grid</u></p> <p><u>Color wheel</u></p>	<p><u>Sculpture (clay)</u></p> <ul style="list-style-type: none"> Study and critically analyse artwork by: William Morris (1834 – 1896), British Textile Designer - in particular his illuminated letters Revise sculpture knowledge from KS1 and LKS2 Create a design in your sketchbook of an illuminated letter, based on those of William Morris Soften, roll evenly, measure, cut a square clay tile with precision Use a variety of techniques to add pattern and decorative features to form a clay bas relief Use techniques to join clay pieces together such as roughing surfaces and slip. Application of learning to 'final piece' to produce a clay bas relief in the style of a William Morris illuminated letter <p><u>Collage (printing)</u></p> <ul style="list-style-type: none"> Study and critically analyse artwork by: Katsushika Hokusai (1760 – 1849), Japanese Painter and Print maker of the Edo Period - in particular his 'Great Wave' Revise printing knowledge from KS1 Shape study – focus on outlines and profile, analyse to improve each time in a series using 'Austin's Butterfly' to develop critique skills Mono-printing, positive space (additive) and negative space (subtractive), including real-life uses of mono-printing e.g. in industry Stencils and symmetry in using printing to create patterns Relief printing (block method / impressed) including real-life uses of mono-printing e.g. in industry
		<p><u>Illuminated Letter</u></p> <p><u>Clay bas relief</u></p>

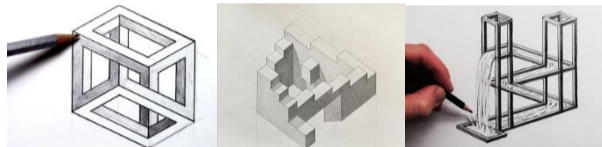
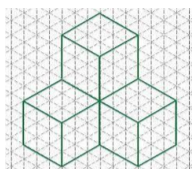
- Revise understanding of 'warm' and 'cool' colours, and consider their uses and emotional impacts.
- Develop understanding of hue, tint and shade and use to colour-match to complete an animal portrait.
- Application of learning to 'final piece' to produce own landscape / nature painting in the style of Georgia O'Keeffe.
- Class gallery to evaluate own creative work and that of others.



Jimson Weed - 1932

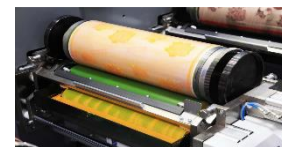
Drawing (perspective)

- Study and critically analyse artwork by: **M.C. Escher** (1898 – 1972), Dutch Graphic Artist.
- Revise perspective drawing theory from LKS2 including horizon line and vanishing point.
- Revise pencil grades, light and shade effects. Practice using a tessellating pattern in style of Escher.
- Learn about tessellation, its mathematical basis, the effect and emotion it can bring to an art piece. Create own tessellating pattern using templates.
- Practice isometric drawings (used by engineers and architects) to represent 3D geometric shapes in 2D.
- Optical illusions: draw Escher cube, ascending and descending and endless waterfall, focusing on use of parallel and perpendicular lines to create perspective.



- Application of learning to 'final piece' to produce own perspective drawing in the style of M.C. Escher.
- Class gallery to evaluate own creative work and that of others.

- Relief printing (letter press method / raised) including real-life uses of mono-printing e.g. in industry
- Application of learning to 'final piece' to produce a printed design in the style of Hokusai. Children may choose to incorporate a repeating pattern (drawing on their learning of Andy Warhol in KS1) or a single image using printing to layer details, as in Hokusai's work and reproduce image in differing colours.
- Evaluate own creative work and that of others

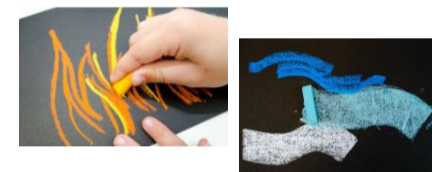
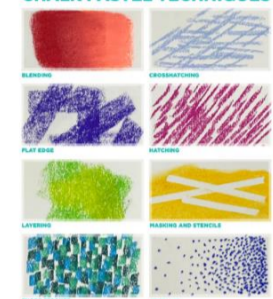


Drawing (chalk and charcoal)

- Study and critically analyse artwork by: **Henri Rousseau** (1844 - 1910), Post-impressionist, French
- Chalk pastel techniques including blending (finger, cotton bud, blending stick), cross-hatching, flat edge, hatching, layering, masking and stencils, short strokes and stippling.
- Compare techniques to those used for oil pastels in LKS2.
- Discuss use of techniques to create depth and illusion of movement.
- Templates/stencils to create negative space effects.
- Practice layering colour and tones to create depth and add detail to compositions, creating realism and/or abstraction as desired.
- Add light and shade using white and terracotta chalks to give depth to curvatures.
- Application of learning to 'final piece' to produce a 'Rainforest' inspired piece of artwork in the style of Henri Rousseau.
- Class gallery to evaluate own creative work and that of others.



CHALK PASTEL TECHNIQUES



Impact

Most children achieve the End Point Milestones for Art and Design

Children become...

successful, engaged learners who enjoy learning and who are knowledgeable and skilled, make progress and achieve.

confident, articulate individuals, who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future.

responsible, happy citizens of the world who have the capacity to make positive contributions to society.