



EQUALS TRUST



Art Curriculum v4



Art Curriculum Statement

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

At KPNS, 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 KPNS 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 to be given focused time and instruction in a range of techniques and media.

At KPNS, we aim to:

- Provide a broad and balanced art curriculum showing continuity and progression by integrating knowledge and making skills.
- Use studies of artist's and their work to develop children's historical and cultural capital-they learn the 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 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 sun catchers, puppets, banners and **explore crafts** such as sewing, 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 skills document.
- 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 (KS2) to allow pupils to **revisit and review ideas**.
- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
 - More able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils with English as an additional language (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; pupil 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:

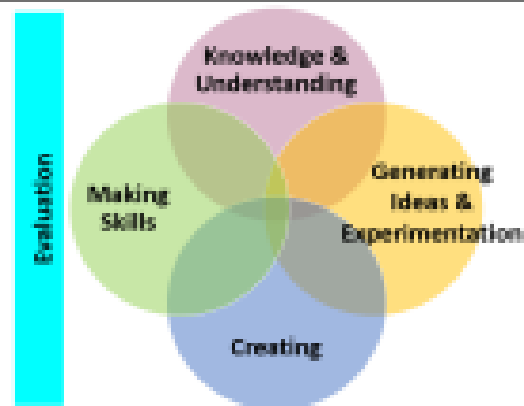
- Planning & displays scrutiny to evaluate the impact of what skills and knowledge have been taught and remembered?
- Pupil Interviews & Learning Walks; assess the impact of teaching, what is known and remembered- ALWAYS use displays/sketchbooks as prompts.
- Planning and delivering CPD

The Subject Leaders also have responsibility for resources; storage and management. All of 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
- 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


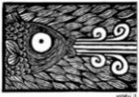
























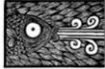







(Conceptual)

Creating

Evaluation







(Metacognition)

Art Overview

	Autumn Term		Spring Term		Summer Term	
EYFS Cycle A	Marvellous Me!	Long Ago!	Books, Books, Books!	Creep, Crawl, Wriggle	Let's Grow	One the Beach
						
EYFS Cycle B	Super ME!	Let's Celebrate!	Once Upon a Time	Build it up!	Big Wide World	Animal Kingdom
						
Year 1	Childhood: Toys	Street Detectives: Keyworth	Big City, Bright Lights	Great Fire of London	Splendid Skies	Transport Over Time
	  	 (Mini Project- CC Link RE)	 		  	
Year 2	Let's Explore the World.	The Battle of Hastings 1066		Children in the past (Victorians)	By the Seaside	Seaside Holidays Past and Present.
		 		 	 	
Year 3	Extreme Weather!	Rocks, Relics and Rumbles.	Tribal Tales Through the Ages (Stone Age, Bronze Age, Iron Age)		Go with the Flow (Rivers and Streams)	Mortals and Gods
			  		 	 

Year 4	Blue Abyss	Roman Warriors	Road Trip USA	Raiders and Traders (Vikings and Anglo Saxons)		Misty Mountains,
				 		 
Year 5	Down the Mines	Beautiful Biomes	Terrible Tudors		Sow, Grow & Farm	Pharaohs (Ancient Egypt)
		 		 		 
Year 6	Evacuate, Evacuate!	Hola Mexico! (Ancient Maya)	Arctic Adventures and Frozen Kingdom		The Amazing Amazon	Identity
			 	 		  

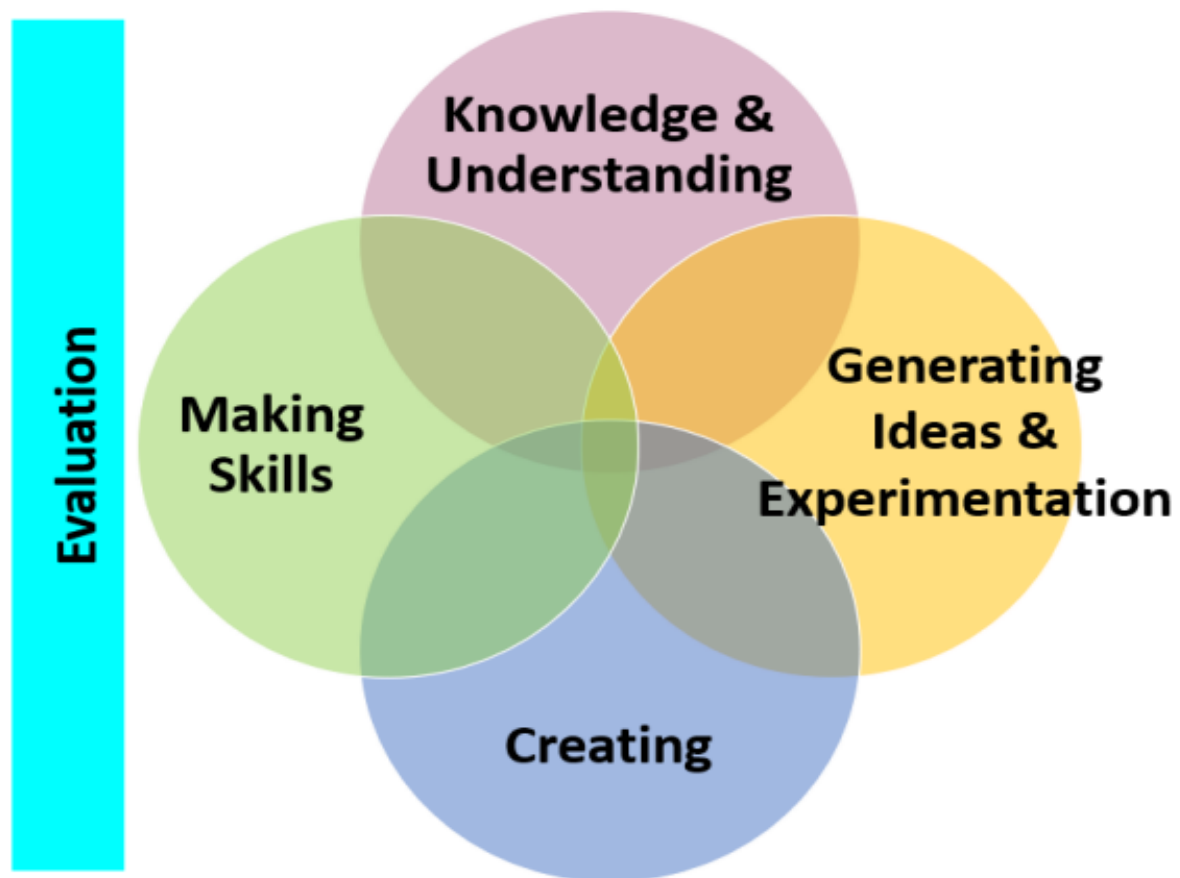
Key for Making Skills Schema:

	Drawing		3D work
	Painting		Digital
	Printing and pattern		
	Collage, textile and craft		

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 discreetly taught alongside the use of an artistic lens which teachers all these concepts within a unit.



MEDIUM TERM PLAN FOR ART; topic, making skills, outcomes and artists.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Cycle A	Marvellous Me! Mark making using lines and circles Experiment with colour and colour mixing Drawing a person Joining in different way <i>Focus Artist Henry Matisse</i>	Long Ago! Moulding and shaping clay/playdough Using different media Using glue to secure Using tape to secure	Books, Books, Books! Making collages using different materials and shapes L-brace join- pop up cards/books/puppets Photography looking at different settings. What does an illustrator do? <i>Focus Artist Kandinsky</i>	Creep, Crawl, Wriggle Mixing watercolour paints 3D collages Make rubbings on different surfaces. Experiment with symmetry; folded paper butterflies	Let it grow, Using different media and tools Using/making shapes to create collages <i>Focus Artist Vincent Van Gogh</i>	On the Beach Hold scissors correctly Photographs of holidays and different places to compare.
EYFS Cycle B	Super Me! Mark making using lines and circles Experiment with colour and colour mixing Drawing a person Joining in different way <i>Focus Artist Henry Matisse</i>	Let's Celebrate Moulding and shaping clay/playdough Using different media Using glue to secure Using tape to secure	Once Upon a Time Making collages using different materials and shapes L-brace join- pop up cards/books What does an illustrator do? <i>Focus Artist Kandinsky</i>	Build it up! Mixing watercolour paints 3D collages Box modelling for different buildings.	Big Wide World Using different media and tools Using/making shapes to create collages Photographs of different places to compare. <i>Focus Artist Vincent Van Gogh</i>	Animal Kingdom Hold scissors correctly Animal silhouettes Using colour for a purpose.
Year 1	Childhood Toys Digital Children take photographs of their favourite toys (old and new). Drawing and Painting Still life observational drawings and paintings from their digital art. <i>Focus Artist/photographer: Irving Penn (Modern) and Paul Cezanne.</i>	Street Detectives- Keyworth! CC Link with RE. 3D Work (Clay) Make Diva pinch pots for Diwali.	Big City, Bright Lights! Drawing and Painting Cityscape drawings of cities / famous landmarks from London. Colour mixing to paint a background. <i>Focus Artist: Stephen Wiltshire (Contemporary)</i>	Great Fire of London.	Splendid Skies Painting Exploring different skies using various painting techniques- marbling, brusho, etc. Collage Use different materials to make suncatchers. <i>Focus Artist: Vincent Van Gogh (Modern) -Revisited from EYFS</i>	Transport Over Time!
Year 2	Let's Explore the World	The Battle of Hastings Drawing Portrait of the Queen.	The Battle of Hastings	Children in the past (Victorians) Drawing and Painting	By the Seaside Drawing Observational drawing of	Seaside Holidays Past and Present

		Collage Collage of a castle inspired by Castle in the Sun using a variety of 2D shapes. <i>Focus Artist: Paul Klee (Modern)</i>		Drawing Victorian Street background including skills of perspective. (Pastels/ painting) Add 3 or 4 children playing in the scene. <i>Focus Artist: LS. Lowry (Traditional)</i>	shells. Printing Printing with found objects which have been found on the beach. Printing with raised relief Shell printing using polystyrene <i>Focus Artist: Andy Warhol (Bridge from Modern to Contemporary)</i>	
Year 3	Extreme Weather!	Rocks, Relics and Rumbles	Tribal Tales Over the Ages! Painting and Printing Recreate stone age cave art in pastels and charcoal. Create stencils inspired by graffiti animal artists and create own graffiti artwork. Palaeolithic Art (traditional): stone age cave paintings <i>Focus Artist: Banksy (Contemporary)</i>	Tribal Tales Over the Ages!	Go with the Flow- Rivers and Streams Drawing and Painting Take some of David's famous paintings and use draw and replicate different view points using various drawing and painting media. Take a picture of a famous river and recreate in the style of Hockney using acrylic paints on canvas. <i>Focus Artist: David Hockney (Pop Art-Bridge from Modern to Contemporary)</i>	Mortals and Gods Drawing and Clay Study and draw designs from Greek vases. Complete final bowl design in pastel. Create a clay vessel using the coil technique. Ancient Art (traditional): The Greeks
Year 4	Blue Abyss Drawing & painting Children create pencil drawings of creatures that can be found in the different depths of the ocean. They then create a watercolour underwater	Roman Warriors	Road Trip USA	Raiders and Traders (Vikings and Anglo Saxons) Drawing and Digital Children create flick books first using simple drawing techniques then using photography and stop/ start programmes to create an animation.	Raiders and Traders (Anglo-Saxons and Vikings)	Misty Mountains Drawing and Printing Copy a section of a Hokusai Mountain range to reproduce- drawing in detail. Printing a mountain inspired by Hokusai using 2 colours.

	<p>scene in the style of Paul Klee using a restricted pallet.</p> <p>The pencil drawing is then mounted on top.</p> <p>Focus Artist: Paul Klee (Modern)- revisited from Y2.</p>			<p>Focus Artist: Nick Park (Animator- Contemporary)</p>		<p>Focus Artist: Hokusai (Traditional)</p>
Year 5	<p>Down the Mines.</p>	<p>Beautiful Biomes</p> <p>Drawing and Printing</p> <p>Observational drawings of animals from different biomes. Choose one to develop further and print.</p> <p>Children print using a choice of different backgrounds and printing inks to layer. Print in the style of artists.</p> <p>Focus Artists: Andy Warhol (Bridge from Modern to Contemporary) and Lichtenstein (Bridge)</p>	<p>Terrible Tudors</p>	<p>Terrible Tudors</p> <p>Drawing</p> <p>Children explore Tudor architecture (Hampton Court Palace) and look at features such as repeated patterns, symbols and symmetry.</p> <p>3D Work</p> <p>Children make clay Tudor inspired chimney pots joined with slip and decorated with repeated patterns.</p> <p>Focus Artist: Sir Christopher Wren (Traditional: Renaissance)</p>	<p>Sow, grow and farm</p>	<p>Pharaohs</p> <p>Drawing</p> <p>Children research Egyptian art (Tomb Painting linked to Y3 Cave painting). They recreate their own drawings. During the unit zoom in on Egyptian Death Masks. Children explore and draw their own to recreate in collage.</p> <p>Collage</p> <p>The children will use papier mâché, embellishments and paint to make their own Egyptian Death Mask.</p> <p>Ancient Art; Egyptians</p>
Year 6	<p>Evacuate! Evacuate!</p>	<p>Hola Mexico</p>	<p>Arctic Adventures and Frozen Kingdoms</p> <p>Drawing and Painting</p> <p>Water colour and acrylic reflections paintings inspired by the great artists of the 19th & 20th Century. (children get to choose)</p> <p>Focus Artist: Monet (Modern)</p>	<p>Arctic Adventures and Frozen Kingdoms</p> <p>3D Work</p> <p>Children explore different sculptures and zoom in on wire sculptures focusing on Alexander Calder, practising techniques. Children make wire arctic animal sculptures.</p> <p>Focus Artist: Alexander Calder (Contemporary)</p>	<p>The Amazing Amazon</p>	<p>Identity</p> <p>Drawing, Collage, Painting and Digital</p> <p>Drawing self-portraits in pencil. Painting with block colours</p> <p>Manipulating images using digital printing to create a collage background.</p> <p>Focus Artists: Andy Warhol and Roy Lichtenstein and Freda Kahlo (Contemporary)</p>

National Curriculum Coverage for Art

Our KPNS 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 	<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 • Experiment with colour, texture and composition • Experiment with mood/ feelings 	<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) • 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

Painting cont. 				<ul style="list-style-type: none"> • 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 • Work safely and sensibly • Persevere when the work is challenging • 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. • Design and make art for different purposes (eg puppets) • Look at 3D work from a variety of genres • Develop knowledge of techniques (eg clay – coiling, slabbing, joining with a slip; shaping wire • 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) • In collage, experiment with using tissue– overlapping colours to create new shade • Use mosaics to create shape and areas of colour 	<ul style="list-style-type: none"> • Embellish, (eg using drawing, painting, printing) • Colour match to natural environment • Design an artefact, using knowledge of techniques, for a specific outcome • Experiment with soft sculpture; cut and join patterns, embellish the components • Choosing digital images for effect.

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 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)
- 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 Andy Warhol)
- Design a print for a purpose
- Print with mathematical and visual precision
- Identify the extent of repeat pattern in commercial prints
- 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	EYFS- Henri Matisse	EYFS- Kandinsky	EYFS- Vincent Van Gogh
Year 1/2	Y1- Irving Penn Y1- Paul Cezanne Y2- Paul Klee	Y1- Stephen Wiltshire Y2-LS Lowry	Y1- Vincent Van Gogh Y2- Andy Warhol (Bridge from Contemporary to Modern)
Year 3/4	Y4- Paul Klee	Y3- Palaeolithic Art Y3- Banksy Y4-Nick Park	Y3-David Hockney Y3- Ancient Greek Vases Y4- Hokusai
Year 5/6	Y5- Andy Warhol (Bridge from Contemporary to Modern) Y5- Lichtenstein	Y5- Sir Christopher Wren Y6- Alexander Calder	Y5- Ancient Egyptian Tomb Paintings Y6- Andy Warhol (Bridge from Contemporary to Modern) Y6-Roy Lichtenstein Y6-Freda Kahlo

	Knowledge and Understanding Learn about great artists, craft & design and how artists use formal elements	Evaluation (Evaluate and analyse own and others work) KS1 - Identify similarities and differences to others work; KS2 – Increasing understanding of purpose & intention for art
FS	<ul style="list-style-type: none"> Questions (orally): <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. Vocabulary: the meaning of the words colour, line, tone, shape, texture and pattern 	<ul style="list-style-type: none"> Compare own art to famous works of art: <ul style="list-style-type: none"> ➤ What is the same? What is different? Make creative decisions about the content of work, select appropriate media to work with and make choices about outcomes. Orally describe thoughts, ideas and intentions about work.
KS1	<ul style="list-style-type: none"> Questions (orally): <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? Vocabulary: use words like: colour, line, tone, shape, form, texture and pattern when they are talking about art (including their own work) or what they plan to do. 	<ul style="list-style-type: none"> Learn that it is normal to feel anxious about the outcomes. Offer critical advice to others Questions (orally): <ul style="list-style-type: none"> ➤ Describe your work / this piece of work. ➤ Tell me about... (colour, line, shapes, textures and patterns)? ➤ What are you thinking/ ideas do you have/ plan to do? ➤ What went well? How could you make it better?
LKS2	<ul style="list-style-type: none"> Questions (orally): <ul style="list-style-type: none"> ➤ What is your personal opinion of this work? ➤ 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)? ➤ Why do you like this art? Sketchbooks: Make copies of small areas of the artist's work to study their techniques, colour, tone, textures and patterns used etc. Vocabulary: Talk showing a developing use of the language of art 	<ul style="list-style-type: none"> Know that it is normal to feel anxious about the outcomes. Know that all artists evaluate their work Offer critical advice, confidence and praise to others Questions (orally): <ul style="list-style-type: none"> ➤ Describe your work / this piece of work. ➤ Tell me about... (colour, line, shapes, textures and patterns)? ➤ What are you thinking/ ideas do you have/ intend to do? ➤ What went well? ➤ How could you improve it?
UKS2	<ul style="list-style-type: none"> Describe the art. When & how 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? Applying: After studies of artist's work (to learn the techniques & processes used), use some of what they have learned to produce original work Vocabulary: Talk showing a developing use of the language of art including the purpose and intention with increasing confidence. 	<ul style="list-style-type: none"> Fairly appraise own work without being too self-critical Understand how to improve work Accept criticism from other pupils Know that the creative process often leaves us with a lot of doubt, anxiety and uncertainty. Make careful and considerate judgments about own & others work without comparing their own work to that of others. Use evaluation to understand what needs to be done to improve Know that all artists do this and that it is a vital part of the art process. Start to understand the role of art in society <ul style="list-style-type: none"> ➤ vocations that can be gained through art ➤ art's importance to the UK economy

1. Traditional Art

Art that is part of a culture of a certain group of people, with skills and knowledge passed down through generations from masters to apprentices. When we speak of 'Traditional Art', we are often referring to what we call Classical Art: the ideas that emerged from the Renaissance about what art should represent to society. In short, all kinds of art that existed before Modern Art. Traditional art focuses on cultural, scientific and artistic knowledge from the past. This includes ancient art forms.

2. Modern

Modern art is that which was created sometime between the 1860/ 1880s and the late 1960s. 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.

Key movements: Impressionism; Fauvism; Cubism; Futurism; Expressionism; Dada; Surrealism; Abstract Expressionism; and Pop Art (the 'bridge' between 'modern' and 'contemporary').

3. Contemporary

Contemporary art (e.g., conceptual, minimalist, postmodern, feminist) focuses on recent or present art, and often on social issues. In its most basic sense, the term **contemporary art** refers to art produced today. Interpretations of "today" may widely and wildly vary. Therefore, the exact starting point of the genre is still debated; however, many art historians consider the late 1960s or early 1970s (the end of [modern art](#), or modernism) to be an adequate estimate.

- **Pop Art** Contemporary art is thought to have begun on the heels of **Pop Art**. In post-war Britain and America, [Pop Art](#) was pioneered by artists like **Andy Warhol** and **Roy Lichtenstein**. It is defined by an interest in portraying mass culture and reimagining commercial products as accessible art. While the movement lasted roughly from the 1950s through the early 1970s, it was reborn as [Neo-Pop Art](#) in the 1980s thanks to artists like **Jeff Koons**.
- **Photorealism**—a concurrent movement—aimed to create hyperrealistic drawings and paintings.
- **Conceptualism**, which rejected the idea of art as a commodity. In conceptual art, the idea behind a work of art takes precedence. (eg **Damien Hirst**, **Jenny Holzer**).
- **Minimalism** materialised in the 1960s and is still prevalent today. What sets Minimalism apart, is that its simple, abstract aesthetic invites viewers to respond to what they see—not what they think a given work of art represents. (eg **Donald Judd**, **Sol LeWitt**, and **Dan Flavin**)
- **Performance art** is performed by artists (as the name suggests), it is not solely intended as entertainment. Instead, its goal is to convey a message or idea. (eg **Yoko Ono**, **Joseph Beuys**).
- **Installation art** is an immersive medium of art. Installations are three-dimensional constructions that transform their surroundings and alter viewers' perceptions of space. Often, they're large-scale and site-specific (eg **Yayoi Kusama**, **Dale Chihuly**, and **Bruce Munro**).
- **Earth Art** (or Land Art) is a movement in which artists transform natural landscapes into site-specific works of art. (eg **Robert Smithson**)
- **Street art** is a genre that gained prominence with the [rise of graffiti](#) in the 1980s. Often rooted in social activism, street art includes murals, installations, stencilled images, and stickers erected in public spaces. (eg **Banksy**, **Shepard Fairey**).
- **Digital art -Code-generated art**, which can produce everything from abstract pieces to futuristic vector portraits. Some artists are using the technology to create hyperrealistic portraits that test the boundary between reality and imagination. **Crypto art**, which takes advantage of blockchain technology, has been picking up steam since 2020. With digital artist Beeple making a landmark [\\$69 million sale at Christie's](#) with his NFT collage,

A Quick View of **Artists** at KPNS

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 from masters to apprentices.	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"> • Cave art – Y3 Tribal Tales through the Ages!
	Ancient Art	<i>8,000 BCE to 5th Century AD</i> Ancient civilisations	<ul style="list-style-type: none"> • Greeks – Y3 Mortals and Gods • Egyptians – Y5 Pharaohs
	Renaissance	<i>15th Century AD to 17th Century</i>	<ul style="list-style-type: none"> • Sir Christopher Wren – Y5 Terrible Tudors • Katsushika Hokusai- Y4 Misty Mountains
	Realism	<i>17th Century to 19th Century</i>	<ul style="list-style-type: none"> • Lowry- Y2 Victorian Children
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 – Y1 Splendid Skies and EYFS • Henri Matisse- EYFS Autumn Term • Monet – Y6 Frozen Kingdoms • Paul Cezanne- Y1 Toys • Various greats – Y6 Frozen Kingdoms
	Abstract	<i>20th Century</i>	<ul style="list-style-type: none"> • Klee – Y2 Battle of Hastings and Y4 Deep Blue Abyss • Kandinsky – EYFS Spring Term
	Surrealism		<ul style="list-style-type: none"> • Various Great inc. Dali & Magritte – Y6 Frozen Kingdoms
	Other		<ul style="list-style-type: none"> • Irving Penn (Photographer)- Y1 Toys
Pop Art Bridge from modern to contemporary		<i>20th Century</i>	<ul style="list-style-type: none"> • Warhol - Y2 By the Seaside • David Hockney- Y3 Go with the Flow • Lichtenstein-Y6 Identity and Y5 Beautiful Biomes
Contemporary: Contemporary art focuses on recent or present art, and often social issues. In its most basic sense, the term refers to art produced today.		<i>20th to 21st Century</i>	<ul style="list-style-type: none"> • Stephen Wiltshire – Y1 Bright Lights, Big City • Freda Kahlo – Y6 Identity • Damien Hirst – Y6 Frozen Kingdoms • Banksy – Y3 Tribal Tales • Nick Park-Y4 Raiders and Traders • Alexander Calder- Y6 Frozen Kingdoms

**SEND Provision in Art
Possible Adaptations**

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.

NOTE: Where a pupil has additional funding and a 1:1 TA, follow the child's Individual SEND Support Plan for adaptations and provision details.