



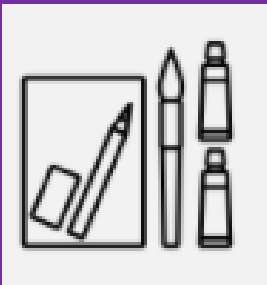
# Intent

# *Art and Design* Intent

At Ditton Lodge our vision statement is that 'Together we succeed as lifelong learners'. This is carried throughout every area of the curriculum including Art.

Our values are that children LEARN (Listen, Enjoy & take risks, Aim high & achieve, Respect and Never give up) these values will be demonstrated by students within each lesson.

Students will encounter drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their primary journey with increasing degrees of challenge and complexity. Children will be exposed to art from different times and cultures, developing their knowledge of famous pieces of art and artists. Children will become confident and proficient artists, making choices about which media to work in.



# Art and Design



## Aims

### **As stated in the National Curriculum our aims are for students:**

- To produce creative work, exploring their ideas and recording their experiences
- To become proficient in drawing, painting, sculpture and other art, craft and design techniques
- To evaluate and analyse creative works using the language of art, craft and design
- To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Conceptual understanding is emphasised through vocabulary instruction, substantive and disciplinary knowledge.



## Art and Design



### Why is Art important?

“There are two distinct languages. There is the verbal, which separates people... and there is the visual that is understood by everybody.”

**Yaacov Agam**

“Don’t worry about mistakes. Making things out of mistakes, that’s creativity.” -

**Peter Max**

“My goal as an artist is to create art that makes people look at the world in a different way.”

**Autumn de Forest**

Art offers all students the chance to express themselves and to develop creativity, challenging thinking. It allows communication without any language barriers and encourages respect and resilience.





# Content and Sequence

## Implementation

### EYFS

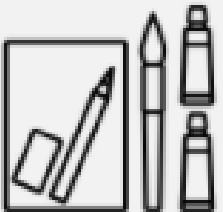
Expressive Arts and Design is taught through a series of mini cross-curricular topics. Vocabulary is planned and prioritised to support pupils to know more and increase their understanding

### Key Stage One

Art is taught in 3 week blocks each half-term following the CUSP curriculum.

### Key Stage Two

Art is taught in 3 week blocks each half-term following the CUSP curriculum.



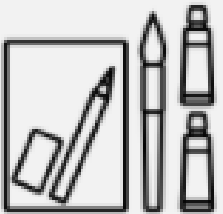


# Content and Sequence

## Implementation

The Art and Design curriculum overview ensures coherence and progression in both substantive and disciplinary knowledge development across all year groups. Conceptual understanding is further enhanced through explicit vocabulary progression and instruction.

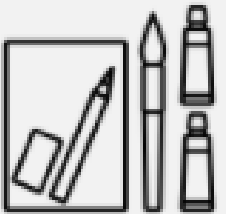
Immersion in Art and Design allows for expertise and depth of understanding. It allows for an efficient use of resources and greater cooperation between staff. We have planned the yearly overview to deliberately interleave opportunities to revisit and retrieve key knowledge, skills and vocabulary already taught as we believe that the process of retrieving information and practising skills helps them to become consolidated. The study of Art and Design is well organised and coherent, allowing implementation of teaching using Knowledge Notes, Vocabulary tasks and quizzes.



# Curriculum Map EYFS – KS1



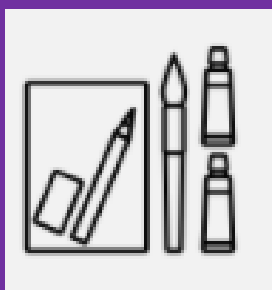
## Implementation









# Curriculum Map KS1



## Implementation

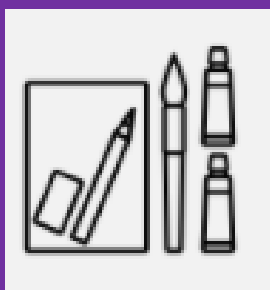








	<b>Drawing</b> (line and texture) 	<b>Painting</b> (colour and tone) 	<b>Printmaking</b> (line and pattern) 	<b>Textiles</b> (pattern and texture) 	<b>3D</b> (form and shape) 	<b>Collage</b> (texture) 
Reception						
Year 1	Block A Explore materials and tools for mark making	Block B Explore mark making with paint, using primary colours	Block C Explore resist and relief block printing, negative stencils and clay slabs	Block D Explore weaving with natural and man-made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and man-made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man-made objects.
Year 2	Block A Evoke mood and represent movement through mark making	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours.	Block C Create repeated patterns with positive and negative space. Use natural objects as stimuli.	Block D Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	Block F Drawing and Collage Combine drawing and collage to add detail and interest.

# Curriculum Map LKS2



## Implementation



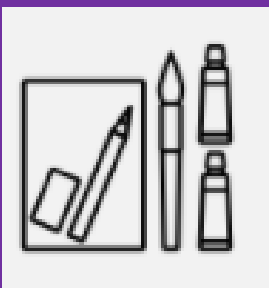
	<b>Drawing</b> (line and texture) 	<b>Painting</b> (colour and tone) 	<b>Printmaking</b> (line and pattern) 	<b>Textiles</b> (pattern and texture) 	<b>3D</b> (form and shape) 	<b>Collage</b> (texture) 
Year 3	<p>Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.</p>	<p>Block B Create monoprints and explore mark making and pattern with printing tools.</p>	<p>Block C Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.</p>	<p>Block D Create coil pots using clay.</p>	<p>Block E Use a range of paint techniques to create backgrounds for effect.</p>	<p>Block F Creative Response Painting and Printmaking Combine painting and printmaking techniques.</p>
Year 4	<p>Block A Create contour drawings using still life and natural forms as stimuli.</p>	<p>Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.</p>	<p>Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.</p>	<p>Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.</p>	<p>Block E Painting Mix tints and tones to create an ombre effect with paint.</p>	<p>Block F Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques.</p>









# Curriculum Map UKS2



## Implementation



	<b>Drawing</b> (line and texture) 	<b>Painting</b> (colour and tone) 	<b>Printmaking</b> (line and pattern) 	<b>Textiles</b> (pattern and texture) 	<b>3D</b> (form and shape) 	<b>Collage</b> (texture) 
Year 5	<p>Block A Drawing and Painting Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.</p>	<p>Block B Printmaking Create three colour prints and combine printing techniques.</p>	<p>Block C Textiles and Collage Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.</p>	<p>Block D 3D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.</p>	<p>Block E Painting Explore a range of effects which can be achieved using watercolour paint.</p>	<p>Block F Printmaking and Textiles Combine printmaking and textiles to embellish fabric.</p>
Year 6	<p>Block A Combine techniques to create abstract images. Learn about surrealism and portraiture.</p>	<p>Block B Create still life composition by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.</p>	<p>Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.</p>	<p>Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore the combining of wire and recycled materials.</p>	<p>Block E Painting Combine techniques to create the illusion of water and depth.</p>	<p>Block F Drawing and Textiles Combine drawing and batik to add detail.</p>



## Numeracy & Literacy in Art

Art has a strong link with literature in the study of picture books where reference is made to illustrators throughout Key Stage One and into Key Stage Two, as well as opportunities for technical vocabulary development within each unit and learning about places and people from different times and cultures.

Numeracy links can be found in mixing materials, using fraction and ratio knowledge and in shape and space through the development of pattern and form in 3D work.

## Retrieval Practice

Students will be revisiting their artistic knowledge throughout their time at Ditton Lodge. What they are learning builds as they transition from EYFS into Key Stage 1 to Key Stage 2. Through key questions, quizzes and vocabulary exposure, pupils will have the opportunity to revisit and revise what they have learned.





# Cross Curricular Links and artists

# Intent

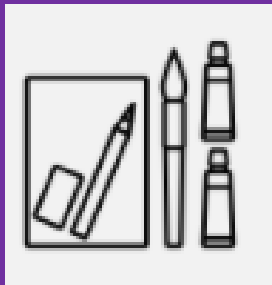








	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 1	Science – Weather and animals <b>Albrecht Durer's            Rhinoceros</b> The Storm Whale by Benji Davies Owl Babies by Martin Waddell Hairy Maclary by Lynley Dodd	Maths – 2D shape and rectangles <b>Piet Mondrian</b> Where the Wild Things Are by Maurice Sendak The Magic Paintbrush by Julia Donaldson	Maths – printing with shapes with a flat surface <b>Karen Lederer</b> Here We Are by Oliver Jeffers The Dot by Peter H Reynolds	Maths – patterns English – handwriting patterns <b>Anne Kelly</b> Ugliest Dog in The Universe by Debra Fasier	Maths – 3D shape <b>Kenojuak            Ashevak</b> I is for Inuksuk by Mary Wallace We Are Artists: by Kari Herbert	Maths – 2D shape <b>Paul Klee</b> The Cat and The Bird by Geraldine Elschner What Paul Made by Valerie Downs
Year 2	Music – stimulus for mark making <b>Beth Krommes</b> Swirl by Swirl by Joyce Sidman The Great Wave by Véronique Massenet	Maths 2D shape <b>Wassily            Kandinsky</b> The Noisy Paint Box by Barb Rosenstock The Dreaming Giant by Véronique Massenet	Maths 2D shape and repeated patterns <b>William Morris</b> The V&A Introduces William Morris by Puffin Books William Morris The Twelve Days of Christmas	Maths 2D shape <b>Katie Vernon</b> The Art of Eric Carle by Eric Carle Mythologica by Steve Kershaw and Victoria Topping The Snail Trail by Jo Saxton	Maths – 2D shape Geography and History – Aboriginal Art <b>Danny Eastwood</b> Stories from the Billabong by James Vance Marshall Patterns of Australia by Bronwyn Bancroft	



# Cross Curricular Links and artists

## Implementation









	<b>Drawing</b> (line and texture) 	<b>Painting</b> (colour and tone) 	<b>Printmaking</b> (line and pattern) 	<b>Textiles</b> (pattern and texture) 	<b>3D</b> (form and shape) 	<b>Collage</b> (texture) 
Year 3	<p>History – The Stone Age            Science – Rocks and Fossils  <b>Vincent Van Gogh</b>            Pebble in My Pocket by Meredith Hooper            Greta and The Giants by Zoë Tucker            The Hippocrump by James Reeves</p>		<p>Science – Rocks  <b>Neil Bousfield</b>            A Rock is Lively by Dianna Hutt            The Street Beneath My Feet by Charlotte Guillain</p>	<p>History – Slavery  <b>Faith Ringgold</b>            The Quilt by Valeriane Leblond            Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold</p>	<p>Maths – 2D and 3D shape  <b>Louise Bourgeois</b>            Cloth Lullaby – The Woven Life of Louise Bourgeois by Amy Novesky</p>	
Year 4	<p>Maths – 2D and 3D shape  <b>Giorgio Morandi</b>            The Willow Pattern Story by Allan Drummond            Brother Eagle, Sister Sky, A message from Chief Seattle            The Raven by Edgar Allan Poe - drawing feathers</p>	<p><b>Georgia O’Keeffe</b>  <b>Matthew F Fisher</b>            Georgia O’ Keeffe by Mike Venezia            The Fantastic Jungles of Henri Rousseau by Michelle Markel and Henri Rousseau            The Secret Garden by Frances Hodgson Burnett</p>	<p>Geography – West Africa  <b>Gilbert Ahiagble</b>            The Spider Weaver (A Legend of Kente Cloth) by Margaret Musgrove and Julia Cairns            Master Weaver from Ghana by Gilbert (Bobbo) Ahiagble and Louise Meyer</p>		<p>Science – Human Body  <b>Alberto Giacometti</b>            Art and Max by David Wiesner            Meet the Artist: Alberto Giacometti by Nick White</p>	

# Cross Curricular Links and artists



## Implementation



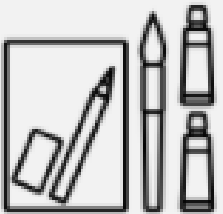
	<b>Drawing</b> (line and texture) 	<b>Painting</b> (colour and tone) 	<b>Printmaking</b> (line and pattern) 	<b>Textiles</b> (pattern and texture) 	<b>3D</b> (form and shape) 	<b>Collage</b> (texture) 
Year 5	<p>Maths – 2D shape</p> <p>Friedensreich Hundertwasser</p> <p>Harvesting Dreams – Hundertwasser</p> <p>For Kids by Barbara Stieff</p> <p>Shackleton’s Journey by William Grill</p>		<p>Andy Warhol</p> <p>John Brunson</p> <p>The Lamp, the Ice, and the Boat Called Fish by Jacqueline Briggs Martin</p>	<p>Science - Trees and Plants</p> <p>Lesley Richmond</p> <p>A Year Around the Great Oak by Gerda Muller</p> <p>Under the Bodhi Tree: A Story of Buddha by Deborah Hopkinson</p>	<p>Maths – 3D shape</p> <p>Barbara Hepworth</p> <p>Meet Barbara Hepworth by Laura Carlin</p> <p>We Are Artists: Women who made their mark on the world by Kari Herbert</p>	
Year 6	<p>Frida Kahlo</p> <p>Island by Nicky Singer</p> <p>Portrait of an Artist: Frida Kahlo by Lucy Brownridge</p> <p>Self-portraits</p> <p>Surrealism</p>	<p>Maths - 3D shape</p> <p>Pablo Picasso</p> <p>Patrick Caufield</p> <p>Cubism</p>	<p>Patrick Hughes</p> <p>The Arrival by Shaun Tan</p> <p>The Blizzard’s Robe by Robert Sabuda</p> <p>batik</p>		<p>Dale Chihuly</p> <p>World of Glass: The Art of Dale Chihuly by Jan Greenberg and Sandra Jordan</p> <p>13 Sculptures</p> <p>Children Should Know by Angela Wenzel</p>	



## Example of planning

Although we follow the same syllabus for Key Stage One and Two, we do adapt the plans in order that they are sufficient for both teachers to teach from and for pupils to learn.

Teachers are non-specialists. CUSP Art and Design is written by Art and Design expert teachers, including Artsmark National Assessors. The comprehensive plans support staff so that information and training they need is in place so they can successfully deliver excellent lessons to our pupils. This ranges from videos, worked examples and teacher exemplar files showcasing what is expected.





# Example of planning: Key Stage One

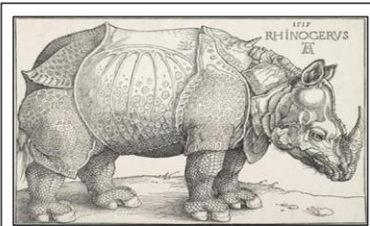
## Implementation



### Year 1 Art: Drawing – Block A

- This is a one-week block.
- The block is set in the context of the CUSP Science unit 'Seasonal changes and weather'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques



*The Rhinoceros by Albrecht Durer (1515)*

At the end of this block, pupils will ...	
Know:	Be able to:
Marks can be made using a variety of drawing tools	Select appropriate tools  Make a range of marks

In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D and Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		



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### Point of reference: Y1 Drawing – Block A

- Pupils will be able to:
- hold drawing tools correctly



Prior Learning

- position their paper according to whether they are left or right-handed

#### CUSP Connections:

Lesson 2: Science – Seasonal changes and weather  
Lesson 3: Science – Animals, including humans

#### Art History:

Albrecht Durer (1471 – 1528)

Born in Nuremberg, Germany, Albrecht Durer was one of the first artists to become famous throughout Europe in his own lifetime. His work is well known for its intricate details of nature. Durer made carved wooden blocks and engraved metal plates using his drawing skills. He signed almost all of his work with an interesting arrangement of his initials.

#### Links to Literature:

*The Storm Whale* by Benji Davies  
*Owl Babies* by Martin Waddell (illustrated by Patrick Benson)  
*Hairy Maclary from Donaldson's Dairy* by Lynley Dodd

#### Materials:

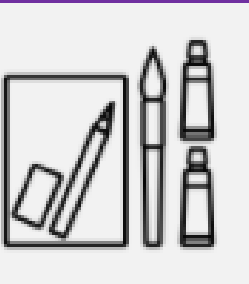
Art sketchbook, assorted paper weights and textured card (white and brown), HB and 2B pencils, charcoal, black and white oil pastels, white chalk

#### Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.



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# Example of planning: Key Stage One



## Implementation

### Point of explanation: Y1 Drawing – Block A

Core Knowledge	Explanation
drawing	Drawing is the means by or way in which marks are made on a surface.
pressure	Pressure means how hard the tool is pressed onto the paper or canvas. The more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be.
orientation	Orientation is where lines or shapes are positioned on the paper or the canvas.

Technical Vocabulary	Definition
cross-hatching	involves drawing a series of parallel lines to create tonal effects similar to rough shading: the closer the lines are drawn together, the darker the shading will appear
texture	the quality of something that can be known by touch or the degree to which something is rough or smooth or soft or hard
monochrome	a picture which contains shades of only one colour or black and white

Teacher guidance video: <https://vimeo.com/556539554/74aef2d742>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes



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### Point of delivery: Y1 Drawing – Block A

Revisiting prior learning	Taught content	Point of practice	Point of reflection
1. Hold a pencil correctly	Make marks using a variety of tools	<p>In this first lesson, pupils will explore what marks they can make using the materials provided. At this point, do not teach them skills (e.g. cross-hatching, shading) but urge pupils to investigate for themselves.</p> <p>Provide pupils with a range of materials. They could build up their own textured surface to work on. Encourage pupils to be relaxed and not to hold the tools too tightly. Use large sweeping movements rather than smaller movements. (Music could be played, not as a stimulus, but rather to create a relaxed environment.) Experiment with applying different amounts of pressure or smudging.</p> <p>Introduce the Knowledge Note to the pupils and explain the technical vocabulary.</p> <p>Pupils respond to questions selected from those listed below, referring to the Knowledge Note where appropriate.</p>	<p>Can make a range of marks</p> <p>Can name the tools used</p>
2. Make a wide range of marks on a variety of surfaces by exploring the materials provided	Organise and arrange marks according to techniques used	<p>Introduce Vocabulary Task 1.</p> <p>Look at the lines of clouds and weather (<i>The Storm Whale</i>, p12 – 13 and p17) and use language to encourage the depiction of movement, e.g. curl of clouds, dashes of rain, spitting hail, smudge of fog and waves of wind.</p> <p>Build up a toolbox of drawing techniques by demonstrating how lines can be used to create shade, density and lightness. Select two or three from the following:</p> <ul style="list-style-type: none"> <li>• cross-hatching</li> <li>• using pressure to go from light to dark / dark to light</li> <li>• using zig-zags</li> <li>• drawing curved and straight lines</li> <li>• using the tips and sides of drawing tools</li> <li>• blending and smudging</li> <li>• mixing drawing media</li> </ul> <p>Together, create a large piece of work and over-layer it with blue / grey / white paint. Where pupils have used wax or oil crayon to make marks, there will be a resist effect from the paint. Pupils reflect on the outcome, using key vocabulary from Task 1 and the Knowledge Note for guidance.</p>	<p>Can organise and arrange marks using a range of techniques</p> <p>Can share ideas and work with others</p>



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# Example of planning: Key Stage Two



## Implementation



### Year 5 Art: Drawing and Painting – Block A

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Explore materials	Explicit teaching of techniques	Applying knowledge, skills and techniques



Green Town (1978)

Blue Blues (1994)

by Friedensreich Hundertwasser

#### At the end of this block, pupils will ...

Know:	Be able to:
What is meant by <i>subtractive drawing</i>	Combine drawing techniques, making informed decisions based on knowledge of what could happen
What abstract art is	Transfer and enlarge an image
Lines can be used to suggest harmony	Work in the style of an artist

In this block, pupils will learn a new technique called *subtractive drawing*. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		



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### Point of reference: Y5 Drawing and Painting – Block A

Pupils will be able to:

- refine drawing skills to focus on lines and details
- make detailed thumbnail drawings using a pencil or paint



- understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction
- make secondary and tertiary colours

#### CUSP Connections:

No CUSP connections

#### Art History:

Friedensreich Hundertwasser (1928 – 2000)

Friedensreich Hundertwasser was born Friedrich (Fritz) Stowasser in Austria in 1928. He returned to the devastation of war-torn Vienna after WW2 ended. Buildings were destroyed and the streets were full of potholes and bomb craters, filled with rainwater. New life had started to emerge, there, in the puddles, where the larvae of insects and tadpoles swam. Creeping their way into the light from dusty cracks, were tender shoots of plants and grass. This inspired Hundertwasser and he saw it as a sign of hope. Protecting and preserving nature became a life long interest for this artist. Hundertwasser was an architect as well as an artist. His work is known for bright colours and quirky designs. He didn't like straight lines and this can be seen in the buildings he designed as well as in his paintings. Hundertwasser stated, "In nature there are no straight lines drawn with a ruler."

Lesson 1 looks at portraits by Frank Auerbach.

#### Links to Literature:

*Harvesting Dreams – Hundertwasser For Kids* by Barbara Stieff

*Shackleton's Journey* by William Grill

*Ice Trap* by Robertson and Hooper

*Secrets of a Sun King* by Emma Carroll

#### Materials:

Art sketchbook, paper, charcoal, erasers, pencils (HB – 6B), acetate (or sealed laminating pouch), black permanent markers, poster paint (bold, bright colours), PVA glue, viewfinders, scissors and glue sticks

Coloured photocopies of Hundertwasser landscape paintings

Pictures of landscapes and cities from magazines, books or calendars – may use images linked to *Shackleton's Journey* or *Secrets of a Sun King*

#### Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.



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# Example of planning: Key Stage Two



## Implementation

### Point of explanation: Y5 Drawing and Painting – Block A

Core Knowledge	Explanation
subtractive drawing (working in the negative)	Subtractive drawing or drawing in the negative is a technique where a media is intentionally taken away from the surface of the canvas or paper, e.g. an eraser or rubber is used as the drawing tool to remove chalk, pencil or pastel – these lines then reveal the intended image the artist wants to make.
organic	Organic means relating to naturally occurring objects and materials.
harmony	Harmony is an attractive combination of related things. In art terms, this could be using colours and shapes that work well together and produce an effect pleasing to the eye.

Technical Vocabulary	Definition
overlay	to put something on top of a surface to cover it completely
abstract	to represent people or things not in a realistic way, but to express your ideas about them
chroma	the strength of a colour

Teacher guidance video: <https://vimeo.com/559412385/cfa3f72eb1>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes



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### Point of delivery: Y5 Drawing and Painting – Block A

Revisiting prior learning	Taught content	Point of practice	Point of reflection
1. Experiment with line and mark making using a range of materials and techniques	Subtractive drawing (working in the negative) using an eraser to reveal white	<p>Introduce the Knowledge Note and discuss new vocabulary with pupils. Pupils will be expected to use this vocabulary as they talk about their work or respond to questioning.</p> <p>Look at art produced by Frank Auerbach.</p> <p>Cover small pieces of paper with charcoal, black chalk or pastel and some areas with black oil crayon. Experiment with making marks on these surfaces, using an eraser as the drawing tool.</p> <p>Try creating surfaces with pencil, graphite or conte and use an eraser to remove marks.</p> <p>Next, create a surface on a larger piece of paper (A4 or A3). Draw a landscape or a view from a window, including trees, buildings and plants.</p> <p>Then, explain to a partner what is meant by <i>subtractive drawing</i>.</p>	Can draw using the subtractive method and give a concise explanation of what it is to a partner
2. Understand how to use a viewfinder to select a portion of an image or view	<p>Enlarge and transfer an image from a small drawing</p> <p>Areas need to be blocks of colour, not shaded</p> <p>Line and movement is emphasised with black</p>	<p>Look at landscape pictures by Hundertwasser. Use a small viewfinder to select a section of one of his images then draw it into sketch books. Focus on the strong black lines. This should be repeated four or five times more using a different part of the picture.</p> <p>Select one of the viewfinder images drawn and, using pencil, enlarge it to fit a 20cm x 20cm square. Use paint to fill in the spaces drawn. Overlay with a piece of acetate the same size. Use a permanent black marker to trace the lines seen onto the top of the acetate. Place each of the completed 20cm x 20cm squares from Lesson 2 together to compile a collaborative abstract piece of work.</p> <p>Complete Vocabulary Task 1.</p>	<p>Can transfer and enlarge an image</p> <p>Can select appropriate colours and paint within the border of each area</p> <p>Can trace black lines</p>



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**Impact**


# Art and Design Impact











# Impact

## Year 1


Year 1: Drawing 


**Core content:**  
Explore mark making – create a range of marks using different media on a surface.

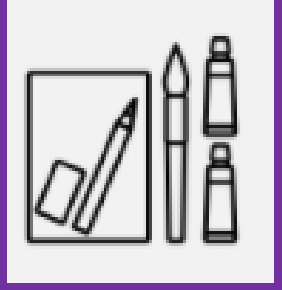
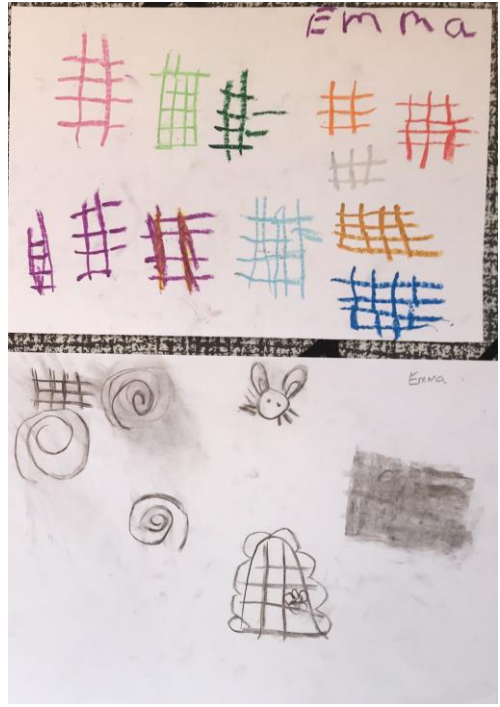
**Technical vocabulary:**

- Cross-hatching** – drawing a series of parallel lines to create tonal effects. 
- Monochrome** – using shades of one colour (in this case, black and white). 
- Orientation** – the direction in which lines are drawn. 
- Surface** – the flat area of paper or canvas. 
- Texture** – how rough or smooth a surface is. 
- Drawing** – creating a range of marks on a surface. 

**Connections:**

Albrecht Durer (1471 – 1528)  
German artist and printmaker 

Lynley Dodd (born 1941)  
New Zealand illustrator and author 





# Impact



## Year 3



Vocabulary: Y3 Drawing and Painting – Block A

<p><b>OWN-it</b> Analyse</p> <p>Tick the part of the word photograph that means to draw.</p> <p><input type="checkbox"/> photo</p> <p><input checked="" type="checkbox"/> graph</p> <p>Underline the part of this word that makes it an adverb.</p> <p><u>densely</u></p> <p>Underline the part of this word that means to do again.</p> <p><u>repetition</u></p>	<p><b>KNOW-it</b> Definition</p> <p>Tick one. The word sgraffito means.</p> <p><input checked="" type="checkbox"/> scratching a surface to reveal another layer.</p> <p><input type="checkbox"/> drawing or writing on a public wall or building.</p> <p>True or false?</p> <p>Tonking is a technique used to add layers of paint to a picture.</p> <p><input type="checkbox"/> True <input checked="" type="checkbox"/> False</p> <p>Write a short sentence. Explain what <u>oposito</u> is.</p> <p><u>Imp</u></p>
<p><b>LINK-it</b> Connect</p> <p>Circle the word that means the same as apply.</p> <p><u>add</u> remove</p> <p>Write a word meaning the opposite of dense.</p> <p><u>pen</u></p> <p>Circle yes or no. Do these two words have the same meaning?</p> <p>tint tone</p> <p><input checked="" type="radio"/> yes <input type="radio"/> no</p>	<p><b>USE-it</b> Use in context</p> <p>Complete the sentence.</p> <p>Secondary colours are made by _____.</p> <p>Write a word in the gap that will complete this sentence correctly.</p> <p>You can change the <u>tint</u> of a colour by adding white.</p> <p>Which sentence is using the word hue correctly?</p> <p><input checked="" type="checkbox"/> My picture has a yellow hue.</p> <p><input type="checkbox"/> I did not know hue was at the door.</p>

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Year 3 Drawing and Painting

**Use context**

Experiment with and create marks using a range of materials, including paint.

Learn new painting techniques to create texture and shape.

**Technical vocabulary**

**Impasto** – applying paint so thickly that it stands out from the surface, creating texture.

**Hue** – a shade of a colour.

**Sgraffito** – scratching through a layer to reveal another.

**Tonking** – taking paint off (or blotting) a surface to reveal other marks.

**Beast** – a painting technique where the paint is applied so thickly it stands out from the surface, creating texture.

**Primary Colours** – red, blue and yellow.

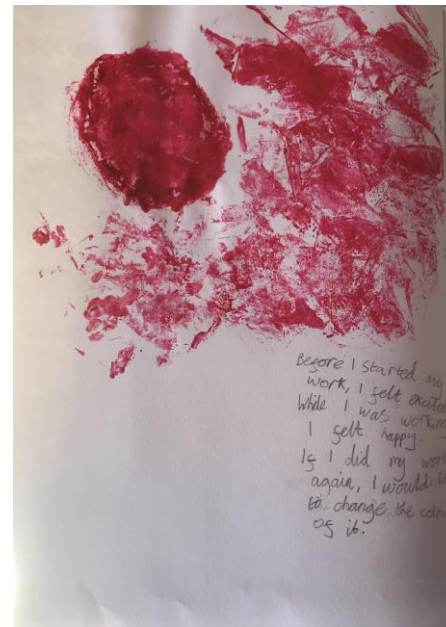
**Secondary colours** – colours made by mixing two primary colours.

**Connection**

Vincent Van Gogh (1853 – 1890)  
Dutch painter

**Class art**

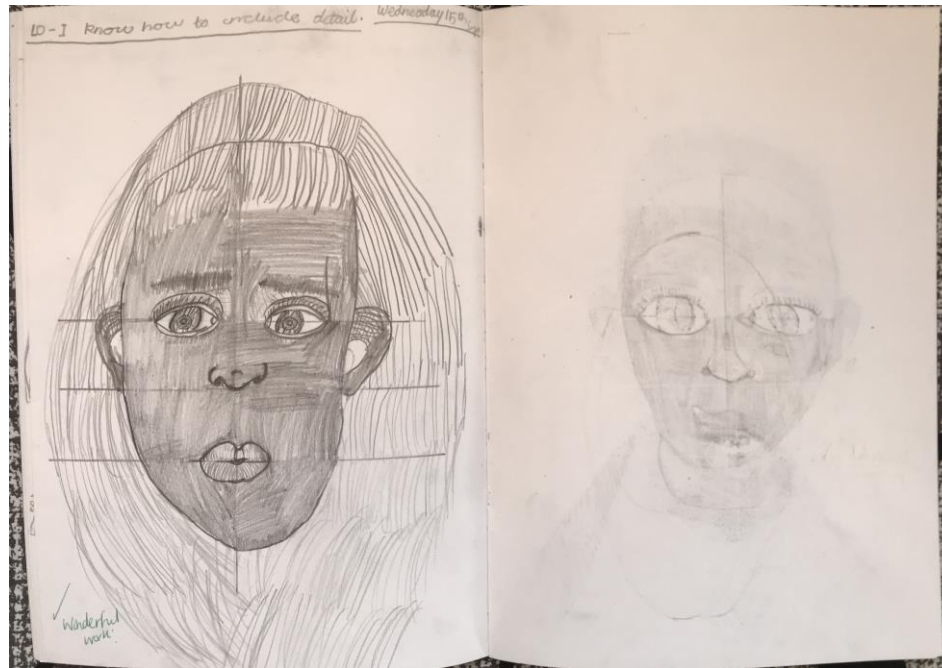
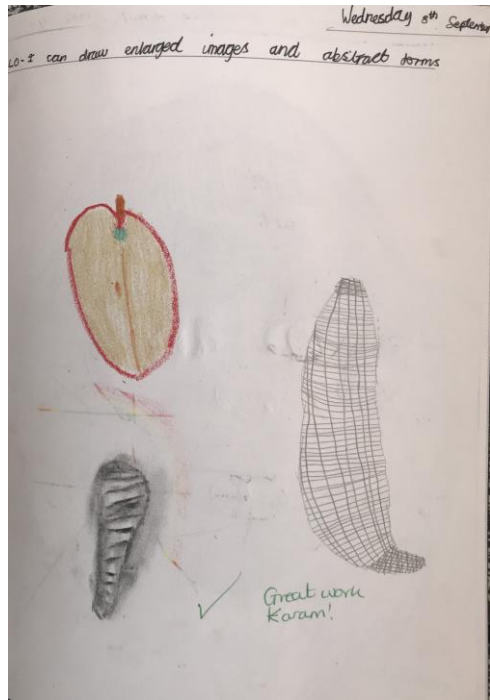
The earliest known drawings date from prehistoric times



# Impact



Year 6





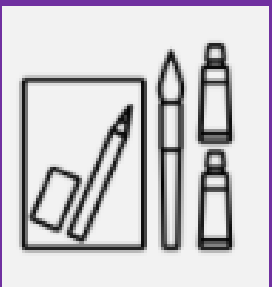
## How do you document learning, monitor progress and achievement?



Students are expected to record learning in their sketch books in almost all lessons. This may take the form of building skills and practice into a finished, polished piece of work. In addition, photos are taken to document progress. During lessons, teachers may use discussion to support students in self-assessing their work and they may be asked to edit and improve their work during this time.

During each individual lesson, teachers will use the school's marking policy in order that they can assess students' progress against the lesson's objectives and record this on a spreadsheet using the agreed colour codes. By the end of the lesson, staff are expected to know whether students have achieved the objective and teaching in the next lesson will be adapted if needed to ensure that understanding is complete, and any misconceptions have been addressed.

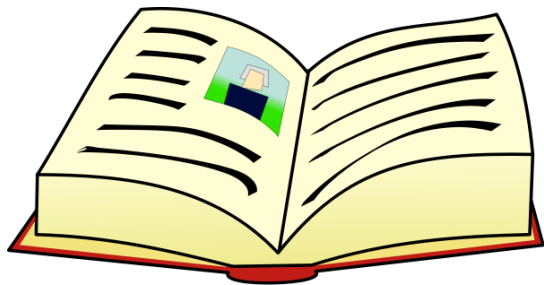
# Impact



## How do you measure the impact of Art and Design teaching?



- End of unit pieces of work.
- Pupil book studies and structured learning conversations with pupils.
- Pupil questionnaires.





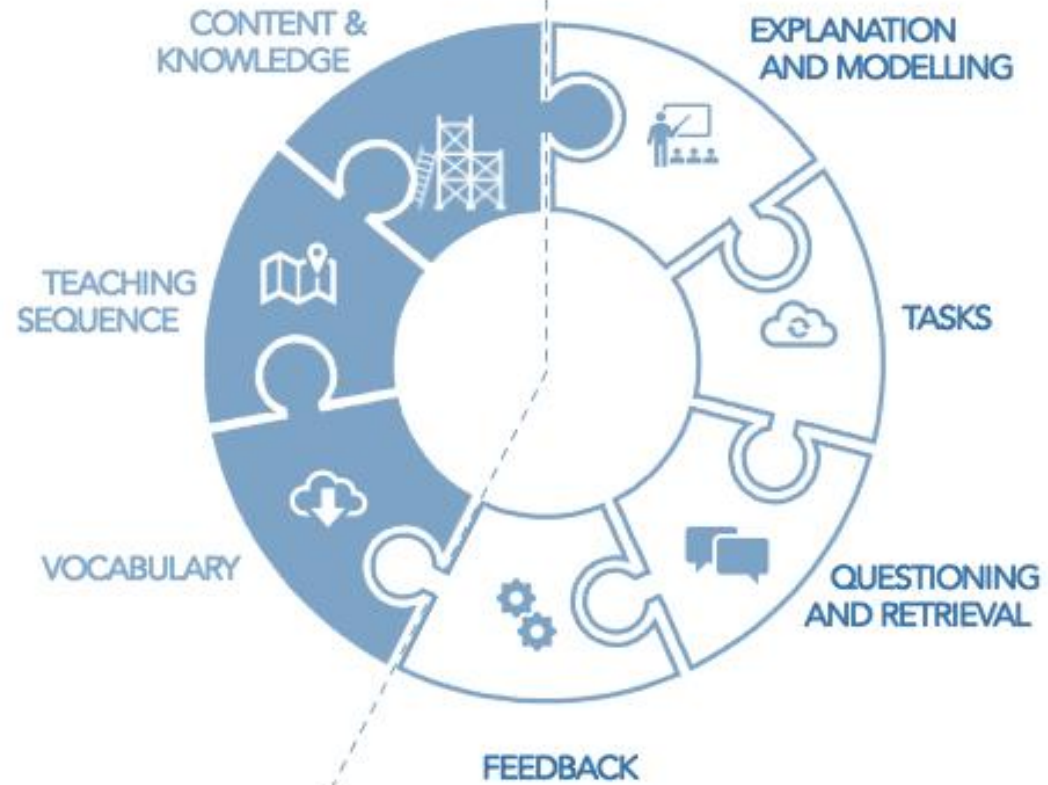


# Pupil Book Study

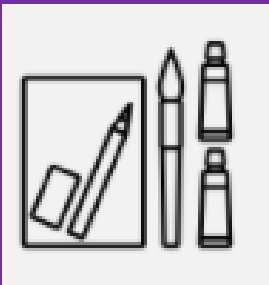
# Impact

STRUCTURE

PARTICIPATION



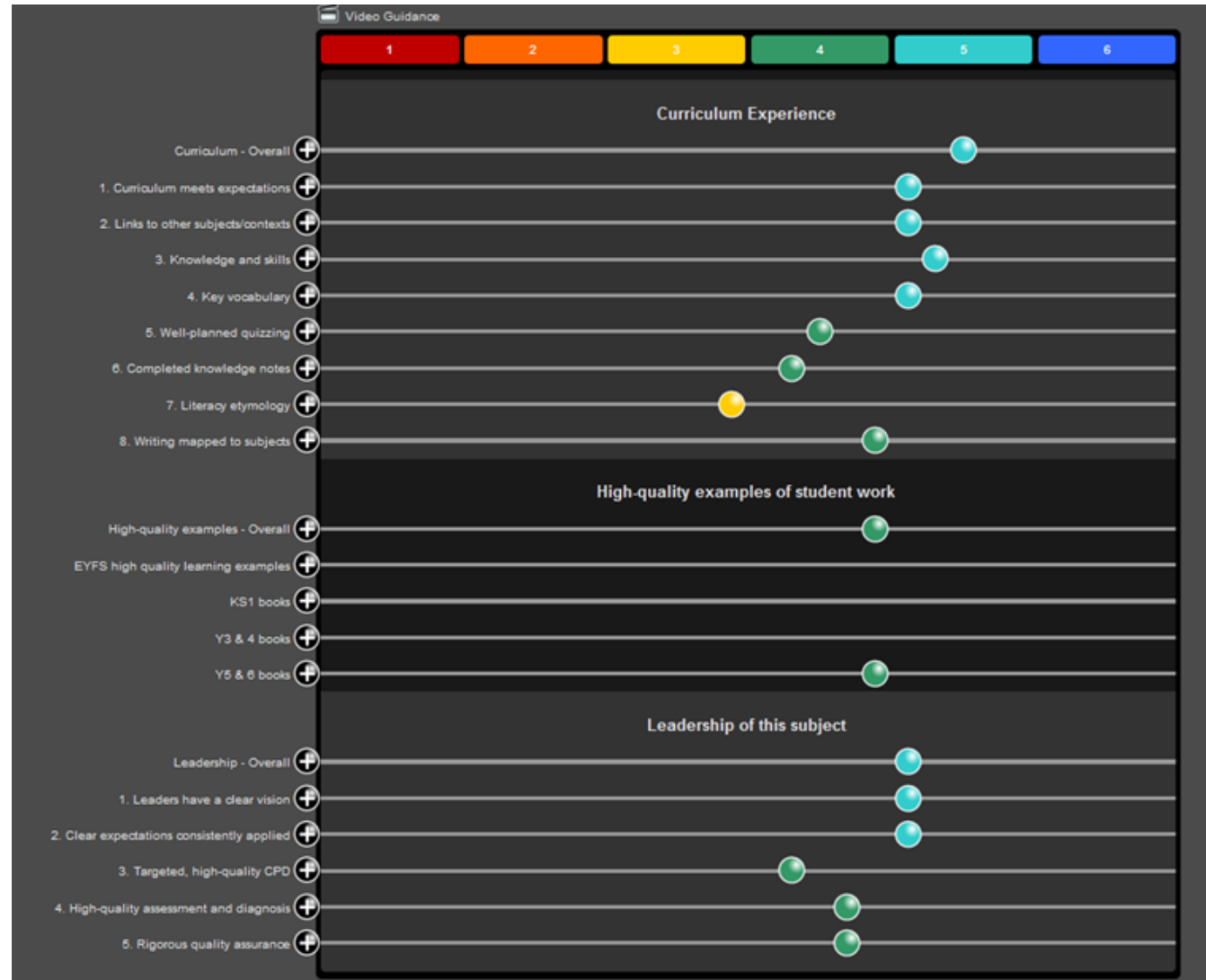
# Impact



## How do you measure the impact of Art and Design teaching?



Subject Leaders use iAbacus as a tool for developing their subject, as seen in this example:





# Impact

## What do you consider to be the strengths of Art and Design within the school?

A well thought out and comprehensive syllabus that engages and informs students by using:

- Curriculum structure and resources, including videos, that support teachers to become more expert in their teaching
- A myriad of artists from a variety of cultures and time periods that give pupils a rich exposure to Art and Design
- Knowledge, vocabulary and skills that are cumulative, cohesive and regularly revisited to bring about excellence in the subject

## How do you know?

- Termly book scrutiny and structured conversations with pupils
- Half-termly learning walks / observations
- Pupil Voice Questionnaire

