

Contents of this scheme of work:

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<p>Intent</p> <p>At Manor Park Primary School, we value Art and Design as an important part of the child’s entitlement to a broad and balanced curriculum. Through a ‘mastery approach’ we intend to provide an Art and Design Curriculum that builds on a child’s creative experiences whilst enabling them to express themselves in a practical and inspiring way. Art and Design offers the children with opportunities to develop and extend skills; learning about a wide range of Arts and Crafts, from various cultures. The intention of our Art and Design Curriculum is to develop children's passion and love of learning through building inquisitiveness, questioning, and an appreciation of art in all its forms.</p> <p>Art and design embodies some of the highest forms of human creativity, and our intention is to involve children in a range of visual, tactile and sensory experiences, which enables them to express what they see, think and feel in a range of ways. As pupils progress through the Art and Design Curriculum, they will be able to think critically and develop a more rigorous understanding of art and design. They will also know how art and design both reflects and shapes our history, and contributes to the culture, creativity and wealth of our nation.</p>
<p>Implementation</p> <p>Throughout their time at Manor Park, children are given the opportunity and stimuli to explore a variety of media and techniques, developing their skills and thinking as young artists. To ensure high standards of teaching and learning and that the objectives of the national Curriculum are met we implement a curriculum that is progressive, allowing children to build on skills and knowledge year on year. Art and Design is taught as a discrete subject within our termly projects, ensuring a well-structured approach that both enhances the project area and helps focus the Art and Design.</p> <p>While practicing and improving their key skills, such as sketching, painting, sculpture or collage children will also have an artist (both modern and classical) focus so as to expose and increase children's cultural capital.</p> <p>Each area of learning begins with an explorative stage, where children can question, build technical language, and promote critical thinking about how others and they observe the world. They then apply this knowledge and research to create their own independent pieces. They are then provided with the opportunity to implement their own original artistic ideas, while developing skills and using problem-solving skills to evaluate and analyse their work. This ensures children have the best opportunity to secure their understanding of Art and Design.</p> <p>We are very lucky to have our own wooded area (The Spinney) which can provide a huge stimulus and strive to identify opportunities for children to experience art within the wider community. This enables the children to base their artistic learning on first hand experiences, ensuring a deeper understanding and a key component to teaching and learning at Manor Park.</p> <p>Art work is displayed both within the school and the wider community, such as local libraries and churches. We also ensure that children have the opportunity to take part in local art competitions.</p>
<p>Impact</p> <p>The biggest impact of the children's learning can be evidenced in the successful artwork that the children produce. As Manor Park uses a progressive curriculum children will retain knowledge and skills taught within each learning adventure, remember these and then understand how to apply them in their next stages of their learning. We use a variety of methods to measure this impact:</p> <ul style="list-style-type: none"> *Book Scrutiny *Self assessment *Pupil voice *Lesson Observation <p>Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends and identify next steps in the progression on learning both within each year and across the school as a whole.</p>

	Autumn	Spring	Summer
Reception			
Year 1	<p>Times are Changing</p>  <p>Mosaic/Collage Media - Outdoor Materials Artist – Andy Goldsworthy</p>	<p>Home Sweet Home</p>  <p>Landscape Media – Felt pen/Wax crayon Artist – James Rizzi</p>	<p>Lets’ Explore</p>  <p>Portrait Media – Pencil/Pencil crayon Artist – Guiseppe Arcimboldo</p>

<p>Year 2</p>	<p>London's Burning  Mosaic/collage Media – Paper/card/wool Artist – Henri Matisse</p>	<p>Come Fly With Me Explorers  Landscape Media – Paint Artist - Hundertwasser</p>	<p>Remarkable Rainforests-  Figure drawing Media – pencil/pencil crayon Artist – Henri Rousseau</p>
<p>Year 3/4</p>	<p>Could you escape from Roman Pompeii?  Mosaic/Collage Media – Mosaic Clay Tiles Artist – Emma Biggs/Roman Mosaic</p>	<p>Where will the River take You?  Landscape Media – Paint Artist - Monet</p>	<p>Who were the Gregarious Greeks?  Sculpture Media – clay/paint Artist - Ancient Greek black figure pottery</p>
<p>Year 5/6</p>	<p>Keep Calm and Carry on  Drawing Media – Pencil/coloured pencil Artists – World War 2 Propaganda posters</p>	<p>Gateway to the World  Landscape Media - Paint Artist - Lowry</p>	<p>Is Slavery a thing of the past?  Collage Media – Fabric Artists – Freedom quilts</p>

Progression of knowledge and skills for Geography – Cycle A							
<p>Stage 1 National Curriculum</p>	<p>At Key Stage 1 pupils should be taught: (Collect ideas in Sketchbooks/Journals) – 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. – To use a range of materials creatively to design and make products. – To 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</p>						
<p>Reception</p>							
<p>Yr 1</p>	<p>Children know:</p>			<p>Drawing Skills:</p> <ul style="list-style-type: none"> • Increase control of line – following a line • Draw lines of different thicknesses and sizes • Draw on different surfaces • Represent familiar objects by combining shapes. • Explore how to control the pressure of their drawing 	<p>Painting Skills:</p> <ul style="list-style-type: none"> • Explore Paintbrushes and experiment with the size of paintbrush • Explore what happens when white, black and grey are added to primary colours 	<p>Collage/Printing/Textiles Skills:</p> <ul style="list-style-type: none"> • Use a combination of materials that can be cut, torn and glued • Join simple objects together • Fold, tear and overlap papers • Sort, choose and arrange materials • Use joining processes such as tying and gluing. 	<p>3D Skills:</p> <ul style="list-style-type: none"> • Experiment with a variety of materials • Shape and mold materials • Fold, tear, cut • Use tools and equipment safely

	<ul style="list-style-type: none"> Know what sculpture is Know that Andy Goldsworthy is a sculptor Know what he uses as his materials Know that pattern is a series of marks repeated Know that pattern can be used to represent texture and use adjectives to describe texture. Know the difference between 2D and 3D 	<ul style="list-style-type: none"> Know that James Rizzi uses cartoon style. Know what cartoon style is Know that James Rizzi was inspired by his home town 'New York'. Know primary colours (red, blue, yellow) Know that lines can go in different directions (zig-zag, wavy, curves) 	<ul style="list-style-type: none"> Know the term portrait Know the term still life Know that Guiseppe Arcimboldo was a painter Know that he used fruit and vegetables to create portraits Know that he used fruits and vegetables from the different seasons 	<p>materials</p> <ul style="list-style-type: none"> Begin to show control over the types of lines made Hold drawing material (pencils/pen/chalk/felt tip/pastel) correctly Make marks and Lines with a wide range of drawing implements (pencil, crayon, pastel, charcoal, pens etc) Can draw shapes with more confidence 			
Year 2	Children will know:			<p>Drawing Skills:</p> <ul style="list-style-type: none"> Use drawing as the starting point for work in other materials Show patterns and texture using different lines Can order grading of pencil from lightest to darkest Can invent new shapes Can use appropriate force when using a pencil. 	<p>Painting Skills:</p> <ul style="list-style-type: none"> Mix primary and secondary colours to create a range of different tones Using white to make tints and black to make tones Experiment with a variety of tools to create different effects Attempt to mix colours to match a picture. Choose paintbrush size with confidence and justification Use different types of paint. 	<p>Collage/Printing/Textiles Skills:</p> <ul style="list-style-type: none"> Use materials to create art pieces manipulate materials with independence e.g Joining, position, weaving 	<p>3D Skills:</p>
<ul style="list-style-type: none"> Know that Matisse uses collage Know the techniques Matisse Know the style of painting Matisse used Know what people thought of Matisse as an artist 	<ul style="list-style-type: none"> Know that Hundertwasser was influenced by nature Know what landscape means Know the term tone Know that this was called abstract art – didn't paint things exactly like real life. Know that Hundertwasser was opposed to using straight lines in his art and real life. 	<ul style="list-style-type: none"> Know secondary colours Know that dark and light areas are known as tone and that this gives shape and form to an object. Know that Rousseau was influenced by the jungle 	<p>Line and Tone Skills:</p> <ul style="list-style-type: none"> Experiment/explore lines using varying media Experiment/explore and use lines of different thickness and tone using varying media Refine and build on using a pencil to make marks, lines, curves, outlines. Start to experiment/explore different named techniques for shading – hatching/stippling/smudging Describe their lines using some technical language 	<p>Skills in colour:</p> <ul style="list-style-type: none"> Create colour wheels Further develop control in the use of colour Create as many different tones of one colour e.g. adding white into a colour or using less pressure 	<p>Skills with texture:</p> <ul style="list-style-type: none"> Draw textures that represent how something looks and feels. E.g. texture created to show tiger fur. Use materials to represent texture and movement – e.g. wool to create fire 	<p>Skills with shape and form:</p> <ul style="list-style-type: none"> Sketch 2D shapes/objects/pictures from observations Start to recognise that tones can give form to an object – e.g. gets darker at the edge to show a curve. 	

Key Stage 2 National Curriculum	Key Stage 2 - At Key Stage 2 pupils should be taught: (Collect ideas in sketchbooks: Annotate work to explain and elaborate on ideas.)						
	To develop their techniques, using their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 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]. To know about great artists, architects and designers in history						
	Children know:			skills:			
Year 3/4	Could You escape from Roman Pompeii? To know the importance of mosaics in relation to a historical rource To explain and describe the term motif To explain confidently the understanding of repeated patterns To know the work of Emma Briggs and how it is comparable to Roman mosaic art To know the materials used to create a mosaic and the tools used	Where will the River take You? To know that Monet was an impressionist artist To know what the elements of impressionist art are To know how colours compliment each other. Know that paint is used in different way for different effects To describe the style of Monet using key vocabulary – Hues, tones, smudged, Hues, soft, hazy, dark, bright, movement, etc To know how an artist can use colour to create mood. To know pencils come in different degrees of hardness. E.g. HB, 2B, 3B To know some key terms associated with clay work – e.g. wheel/slip/throw Know the term Hatching and cross-hatching Know differences in pencil grade and what each grade would be useful for.	Who are the gregarious Greeks? To explain the technique of red and black figure Athenian pottery To know that Athenian pottery often told a story – often about daily life/wars/heroes/gods and goddesses To understand the word geometric. To know how Greek pottery was made and the materials, tools, techniques associated with it	Drawing Skills: Use different hardness of pencils to show line, tone and texture To use a variety of different types of pencils to create shade and light Sketch different objects from observation to represent form With guidance use a viewfinder Use a variety of lines and name them with confidence Start using hatching and cross-hatching to add to effect Experiment with a variety of media. Skills in colour: Create a colour palette range in one colour by mixing multiple colours to add details and depth Make independent decisions about colour Begin to create dark tones without using black Accurately mix secondary colours	Painting Skills: Select and use different brushes and explain choice Use a number of brush techniques to produce shapes, texture, pattern and lines Explore with water colours to match a picture or observation. Use the correct consistency of paint for different purposes Make tertiary colours from mixing secondary colours Skills with texture: Apply textures techniques in a simple observational drawing Replicate different and repeating patterns from observations, imagination and illustration Develop fine motor control to create intricate patterns and texture	Collage/Printing/Textiles Skills: Use varying tools used in mosaic art Cutting Chopping Tessellation Gluing Placing materials accurately Follow a drawing to create a 3D version Skills with shape and form: Begin to explore the third dimension and perspective. Use a variety of marks and range of colours to provide the illusion of depth	3D Skills: Shape, form, and construct rigid materials Experiment with a variety of modeling techniques from direct observation Use equipment and media with increasing confidence Shape, form and contrast from observation and imagination.

Year 5/6	Propaganda Posters <ul style="list-style-type: none"> • Know what the purpose of a propaganda poster was • Know the text types used in poster work • Know the 5 elements of propaganda posters (stereotypes, symbolism, text, connect with audience, appeal to emotion, call to action) • Know the importance of propaganda posters in relation to the war. 	Gateway to the World <ul style="list-style-type: none"> • Know why Lowry painted urban Landscapes • Know Lowry's technique of 'Matchstick men' • Know the impact Lowry had on British art • Know how Lowry used perspective in his paintings • Know the style of art Lowry used = Naïve art/urban landscape • Know some key facts about Lowry's life 	Is Slavery a thing of the past? <ul style="list-style-type: none"> • Know what the underground railroad was • Know what the purpose of freedom quilts were • Know the code squares of the underground railway • Know who Harriet Tubman is and her use of Freedom Quilts 	Drawing Skills: <ul style="list-style-type: none"> • Use a variety of techniques independently to add effects • Use hatching, stippling, tone and shading with confidence • Use line to give effect of depth • Use line to create perspective • Draw for a sustained period of time at a sustained level • Choose a style of drawing informed by an artist 	Painting Skills:	Collage/Printing/Textiles Skills: <ul style="list-style-type: none"> • Use textiles/materials and techniques associated – cross-stich/ back-stich • Select and arrange material for striking effect • Use precise repeating patterns • Shape and stitch materials with confidence 	3D Skills:
				Skills in colour: <ul style="list-style-type: none"> • Create colour palette using secondary blending with confidence • Colour match colours to create specific/mood/atmosphere/emotions 	Skills with texture: <ul style="list-style-type: none"> • Create different and repeating textures from observations, illustrations and imagination. • Create an accurate pattern showing fine detail. 	Skills with shape and form: <ul style="list-style-type: none"> • Use varying pressure of shading to give form and to show depth of field. • Explore 3D form and begin to experiment using rubbers to lighten the tone on an image • Use varying pressure to create 8 /10 tones. • Use a continuous appropriate pressure to create three dimensional objects e.g. large-scale final pieces. -Use a single focal point and horizon to develop simple perspective in their work. • Begin to develop an awareness of composition, scale and proportion in their paintings 	