



Art Curriculum Skills and Knowledge Learning Ladder

Curriculum Intent

At Holtsmere End Junior School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- (A) To create sketch books to record their observations and use them to review and revisit ideas.
- (B) To improve their mastery of art and design techniques, including drawing, painting, sculpture and other art, craft and design techniques.
- (C) Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
Evaluate and analyse creative works using the language of art, craft and design.

Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum at Holtsmere End Junior School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.

The children are taught Art over 3 half terms. Areas covered include sculpture mosaics, printing as well as being based on topic work, such as the Egyptians, Nature, Viking art, pointillism, Pop Art and the works of the Impressionist artists. More detail can be found in our Long-Term plan.

Implementation

To achieve that intention the school plans a range of activities in art which provide opportunities, as required by the National Curriculum for Art, for pupils to:

- Record responses to experience and imagination and to observations of the natural and made environment
- Gather resources and materials, using them to stimulate and develop ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures and apply this to their work
- Respond to and evaluate art, craft and design, including their own and the work of others.

Impact

Progression and continuity

Progression and continuity are ensured by reference to the whole school map or scheme of work for art, and by each educator's awareness of the activities they should be presenting to their pupils and how these build on the previous art experience of their pupils.

Assessment and recording

Assessment procedures are followed which relate to the school's overall policy for assessment, and to the end of Key Stage Descriptions for National Curriculum art.

Assessment relates to the learning objectives and skills being taught for each art activity. Assessment procedures can include some of the following:

- A task at the end of each topic
- Class art books containing selected, dated, annotated pieces of every child- which will be used throughout the school.
- Individual sketchbooks containing dated, annotated pieces
- A whole class discussion about work at the end of each stage of its development and self-assessment

Display and presentation

The school recognizes that care in the effective display and presentation of pupil's work and of resource materials, and the efficient organization and presentation of materials and equipment, has a positive effect on pupil's learning and on their respect for the subject.

Review procedures

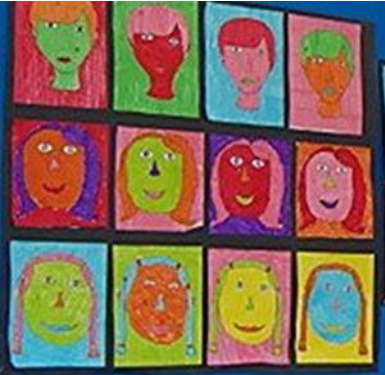


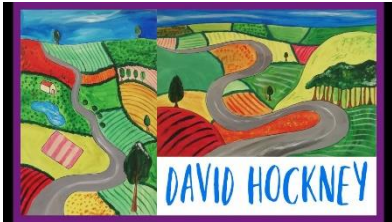
The school's art policy will initially be reviewed after one year, and afterwards when:

- There have been changes in National Curriculum requirements
- New information has been made available affecting an aspect of the policy: health and safety, for example.

Progression of Skills and Knowledge in Drawing – KS2

Year 3	Year 4	Year 5	Year 6
<p>Demonstrate experience in choosing different grades of pencil and other implements to draw different forms, positive and negative shapes and variation in tone (B)</p> <p>Use them to scribble and shade (crosshatch, dot, dash, circle and spiral) (B)</p> <p>Use different pressures to create hard and soft lines. (B)</p> <p>Use sketchbooks to collect and record visual information from different sources. (A)</p> <p>Begin to make accurate drawings of people - particularly faces and indicate facial expressions (B, C)</p> <p>Draw initial sketches as a preparation for painting (A,B)</p> <p>Begin to develop understanding of 3D and perspective. (B)</p> <p>Artists: William Morris, Andy Warhol</p>	<p>Start to develop their own style by focusing on: line, tone, scale texture, and depth- using sketch books to try different techniques (B)</p> <p>Draw for sustained periods of time over several sessions on one piece at an appropriate level (B)</p> <p>Identify and draw the effect of light. Begin to show facial expression and body language in their drawing (B)</p> <p>Attempt to show reflections in a drawing (B, C)</p> <p>Explain why they have chosen specific materials to draw with (B, C)</p> <p>Artists: Monet,</p>	<p>Continue to develop a sustained and independent style of drawing techniques by working from a variety of sources including observation, photographs and digital images, and with a variety of mixed media (A, B, C)</p> <p>Use shading to create mood and texture (B)</p> <p>Use hard and soft lines to show detail in the distance, foreground etc and avoid using a rubber. (A, B, C)</p> <p>Prepare a drawing to using on lino-ensuring texture can be seen through observational drawings. (A,B, C)</p> <p>Use new media to draw with, such as pen and ink (B)</p> <p>Develop an awareness of observation skills using mirrors, viewfinders, magnifying glasses etc to aid observation. (A,B)</p> <p>Artists: Rousseau, Cezanne</p>	<p>Work in a sustained and independent way to create a detailed drawing, using different techniques for different purposes and from a variety of sources. (A, B, C)</p> <p>Use a sketchbook to collect and develop ideas and develop observations skills. Reflect and explain what techniques (e.g. shading, hatching, marks, lines) work best and why for each project (A)</p> <p>Produce increasingly accurate drawings of people by using their understanding of concepts like light, shade, tone, composition, perspective, scale and proportion (A, B, C)</p> <p>Identify artists who have worked in a similar way to their own work. (C)</p> <p>Continue explore how to show shadow in a drawing (B)</p> <p>Sketches communicate emotions and a sense of self within accuracy and imagination. (A,B)</p> <p>Artists: Eadweard Mubridge Umberto Boccioni, David Hockney George Wesley Bellows John Singer John Bauer Pablo Picasso Edvard Munch Keith Haring The Vikings</p>

Progression of Skills and Knowledge in Painting – KS2

Year 3	Year 4	Year 5	Year 6
<p>Select an appropriate brush type, size and style depending on the task. Create effects with different sized brushes. (A, B, C)</p> <p>Identify, experiment with techniques used by different artists such as blocking in colour, washes, using dotting, splashing, scratching. (A, B, C)</p> <p>Mix colour, shades, tones and texture with increasing confidence and begin to explore complimentary colours and create moods with colour. (A, B)</p> <p>Know where colours are on the colour wheel (primary and secondary) (A, C)</p> <p>Recognise and reflect on differences from different cultures and different historical periods. (A,B, C)</p> <p>Begin to experiment with 3d using tints and tones of colour (A,B)</p> <p>Use an artist's work as a starting point and create work in the style of that artist. (A, B, C)</p> <p>Artists: William Morris, Andy Warhol</p>	<p>Experiment with and compare different techniques, effects and textures incl. blocking in colour- monochrome, washes, thickened paint according to what they need for the task. (A, B, C)</p> <p>Work on a range of scales e.g. thin brush on small picture etc. and on 3D perspective in paint (A, B, C)</p> <p>Use more specific colour language. (A, B)</p> <p>Mix and use tints, tone and shades to reflect mood. (A, B, C)</p> <p>Look at and make paintings with background, foreground and middle ground and use perspective. (A, B, C)</p> <p>Continue to compare the work of different artists and begin to use it as base for their own work. (A, B, C)</p> <p>Artists: Monet Alejandro DeCinti Joseph Mallord</p>	<p>Confidently control the types of marks made and experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects, layers of paint. (A, B, C)</p> <p>Mix colours, shades and tones to create atmosphere, mood and light effects, in the background and foreground, building on previous knowledge. (A, B)</p> <p>Create mixed media work- adding back into work. (A, B)</p> <p>Use tertiary colours (mixing) in their paintings. (A, B)</p> <p>Use the past and art from other cultures as sources of artistic inspiration. (A, B, C)</p> <p>Artists: Rousseau Cezanne Gauguin Degas</p>	<p>Work in a sustained and independent way to develop their own style of painting through the development of colour, tone, shade, line and pattern. (A, B, C)</p> <p>Establish and explain their own style of painting and why they have chosen certain techniques. (A, B, C)</p> <p>Be able to identify primary secondary, tertiary, complementary begin to understand the effect of contrasting colours (A, B)</p> <p>Add texture to their work, for example using PVA, sawdust etc. (A, B)</p> <p>Continue to develop understanding of hue, tint, tone, shades and mood (A, B)</p> <p>Begin to explore and reflect on the use of colour for purposes and colour to express feelings in other artists work and understanding which colours work well in their work and why. (A, B, C)</p> <p>Artists: Eadweard Mubridge Umberto Boccioni, David Hockney George Wesley Bellows John Singer John Bauer Pablo Picasso Edvard Munch Keith Haring The Vikings</p>
			

Progression of Skills and Knowledge in Sculpture – KS2

Year 3	Year 4	Year 5	Year 6
<p>Begin to show an awareness of objects having a third dimension and perspective by using simple 2-D shapes to create a 3-D form, and constructing simple bases for them. (A, B, C)</p> <p>Join two parts of a model or sculpture successfully using glue, or other method by applying knowledge of tools and methods to change the surface of a textured tile e.g. make a mosaic (A, B)</p> <p>Use a sketchbook to plan, collect and develop ideas, (A, B)</p> <p>comparing sculpture across countries and create a model from these sketches using mosaic tiles or another medium. (A, B)</p> <p>Learn to secure work to continue later. (A, B)</p>	<p>Plan, design and make models from observation or imagination using papier mache, clay or Modroc to create a simple 3D object, landscapes, artefacts. (A, B, C)</p> <p>Create surface patterns and textures in a malleable material to create a 3-D effect when making objects etc (A, B, C)</p> <p>Demonstrate awareness in environmental sculpture and found object art by comparing sculpture across countries and cultures through work in sketchbooks (A, B, C)</p> <p>Join two parts of a model or sculpture successfully using clay slip or other method by applying knowledge of tools and methods to change the surface of a textured tile e.g. making an Egyptian Sphinx (A, B, C)</p>	<p>Develop understanding of different ways of finishing work: paint, by creating and finishing off 3D lino tiles using other artists as inspiration. (A, B, C)</p> <p>Use recycled, natural and manmade materials to create sculptures (A, B)</p> <p>Develop confidence to carve a simple form by planning, sketching and creating a carved lino sheet from malleable materials (A, B)</p>	<p>Shape, form, model and construct from observation or imagination using sculpture from other cultures and artists as inspiration. (A, B, C)</p> <p>Plan a sculpture through drawing and other preparatory work and use recycled, natural material to create. (A, B, C)</p> <p>Develop skills in using clay including slabs, coils, slips, etc (A, B)</p> <p>Produce intricate patterns and textures in a malleable media (A, B)</p> <p>Recognise sculptural forms in the environment: link to Viking project (carvings, jewellery and stone carving). (A, B, C)</p> <p>Confidently carve a simple form, e.g. a Viking head.. (A, B)</p>



Progression of Skills and Knowledge in Printing and Pattern – KS2

Year 3

Look for, explore and record textures/patterns in sketchbook; man made and natural, and use to create paintings (A, B, C)
Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning (A, B)
Design patterns and symmetry using Computing (Purple Mash for designs) (A, B)
Create repeating patterns (A, B)

Artists: Warhol Picasso Dali



Year 4

Use sketchbook for recording textures and patterns. (A, B)
Explore and compare environmental and man-made patterns e.g. tessellation, and how this appears in other artists work. (A, B)

Year 5

To design, draw and combine prints, and overlay print with other media. (A, B)
Create printing blocks using a relief or impressed method or lino print by drawing own design, then making it, using other artists for inspiration. (A, B, C)
Create repeating patterns (A, B)
Show experience in different types of print and discuss and evaluate own work and that of others in sketchbook. (A, B)
Create own abstract pattern to reflect personal experiences, expression and for a purpose to decorate a piece of fabric. (A, B, C)
Use tools in a safe way. Continue to gain experience in overlaying colours- four. (A, B, C)
Use print as a starting point to embroidery. (A, B)
Explore printing techniques used by various artists. (A, B, C)

Artists: Rousseau Matisse Morris



Year 6

Create printing blocks by simplifying the work of an artist (A, B, C)
Create prints with three overlays, using a variety of methods such as relief or impress (A, B)
Work into prints with a range of media e.g. pens, colour pens and paints. (A, B, C)
Builds up drawings and images of whole or parts of items using various techniques (A, B)

Artists: Keith Haring



Progression of Skills and Knowledge in Textiles and Collage – KS2


Year 3	Year 4	Year 5	Year 6
<p>Use smaller eyed needles and finer threads, and introduce new stitches e.g. blanket stitch, cross stitch (A, B)</p> <p>Apply colour with printing, dipping, fabric crayons. (A, B)</p> <p>Introduce basic Tie dye (A, B)</p> <p>Be able to cut accurately. (A, B)</p> <p>Overlap materials to experiment with different final looks. (A, B, C)</p> <p>Use mosaic and montage. (A, B, C)</p> <p>Make a class wall hanging by putting individual pieces together. (A, B, C)</p> <p>Artists: Warhol Picasso Dali Michael Phelan</p>	<p>Understand and begin to experiment with tearing, and layering to create images using inspiration from other artists (A, B, C)</p> <p>Use a variety of techniques, e.g. printing and weaving to create different textural effects (A, B)</p> <p>Combine visual and tactile qualities. (A, B)</p>	<p>Work back into prints with stitching, sequins, buttons etc (A, B, C)</p> <p>Experiment with different techniques to create new material designs using other artists or environment as inspiration (Bayeux Tapestry). (A, B, C)</p> <p>Continue to gain experience in overlaying colours, textures and different materials to create different effects. (A, B, C)</p> <p>Use print as a starting point to embroidery. (A, B)</p> <p>Use fabrics to create 3D structures for example a book mark. (A, B, C)</p> <p>Use different grades of threads and needles (A, B)</p>	<p>Justify materials that they have chosen.</p> <p>Combine pattern, tone and shape into their collage (A, B)</p>




Progression of Skills and Knowledge in Textiles and Collage - KS2

Year 3	Year 4	Year 5	Year 6
<p>Use IT programs to create a piece of work - for example a mosaic - this should include their own work and that of others to explore and compare their work with a range of artists (A, B, C)</p> <p>Artists: David Mcleod Andy Warhol Aiste Stancikaite.</p>	<p>Create a piece of art which includes integrating a digital image they have taken. (A, B, C) Take a photo from an unusual or thought-provoking viewpoint. (A, B, C)</p> <p>Artists: Alberto Seveso Sara Ludy</p>	<p>Scan an image or take digital photographs. Use the image to recreate their still life. Use half the image to recreate the rest of the image. Compose a photo with thought for textural qualities, light and shade. (A, B, C)</p> <p>Artists: Terri Friedman Julia Blاند</p>	<p>Have opportunity to explore modern and traditional artists using ICT and other resources. (A, B, C) Combine a selection of images using digital technology considering colour, size and rotation (Keith Harring) (A, B, C)</p> <p>Artists: Nik Ainley. Jason Naylor.</p>

Progression of Skills and Knowledge in Sketch Book - KS2

<p>Children can use their sketch book to express likes and dislikes about a subject. Can use annotations to write an explanation of their sketch. Use sketchbooks to record initial ideas and observations building up to a final product. Will use their sketch book to show knowledge of skills being used and art history that they have learnt. Suggest improvements to their work that is in the sketch book. Be able to assess and evaluate their own work thoughtfully and with knowledge. (A, B, C)</p>	<p>Children can use their sketch book to express personal feelings about various subjects. They can outline likes and dislikes of a piece of artwork. Children can produce a montage all about themselves. Sketch books are used to adapt and improve their original ideas. The sketch book should have notes about the purpose of the work. Will use their sketch book to show knowledge of skills being used and art history that they have learnt. Be able to assess and evaluate their own work thoughtfully and with knowledge. (A, B, C)</p>	<p>Use their sketchbook to show how ideas have developed and improved. Use annotations in the sketch book to show what further changes they would make. Use their sketch book to show how children have compared and discussed ideas with each other. Will use their sketch book to show knowledge of skills being used and art history that they have learnt. (A, B, C)</p> 	<p>The sketch book should have detailed notes about notes of how things were produced and the completed pieces of work. Children should make explicit reference to methods and skills used in artwork - they have created or artwork of others. Sketch books should contain research on artists and links to how this has impacted upon the work created. Children can use their sketch book to reflect on their work (and other children's work) and its meaning and purpose. (A, B, C)</p>
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Progression of Skills and Knowledge in Evaluating, Developing and Responding – KS2

Year 3	Year 4	Year 5	Year 6
<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques to discuss successes and failures. (A, B, C)</p> <p>Respond to art from other cultures and other periods of time. (A, B, C)</p> <p>Explore a range of great artists, architects and designers in history and begin to place them in key movements or historical events. (A, B, C)</p>	<p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques to discuss successes and failures. (A, B, C)</p> <p>Respond to art from other cultures and other periods of time. (A, B, C)</p> <p>Identify changes they might make or how their work could be developed further. (A, B, C)</p> 	<p>Explore a range of great artists, architects and designers in history and begin to place them in key movements or historical events. (A, B, C)</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. (A, B, C)</p> <p>Identify artists who have worked in a similar way to their own work. (A, B, C)</p>	<p>Explore a range of great artists, architects and designers in history and begin to place them in key movements or historical events. (A, B, C)</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. (A, B, C)</p> <p>Identify artists who have worked in a similar way to their own work. (A, B, C)</p>

End of KS2 Expectation

Pupils should learn how to further develop their understanding and control of more varied techniques as they improve their skilful handling of a range of two and three-dimensional media and digital media through approaches that include investigation, experimentation and exploration.

They will develop skills, knowledge and understanding in more diverse art, craft and design contexts, including other cultures and times, as well as local, contemporary and industrial/applied contexts, to include museums and galleries.

To develop this knowledge and understanding, they will look at, talk about, critique and creatively respond to the work of artists, craftspeople, designers, film makers and architects; becoming increasingly aware of the broad diversity of creative practice across the visual arts.