



Whiteshill Primary School
Art and Design
Progression and Two-year Rolling Programme

Our Curriculum Drivers

Our **vision** at Whiteshill that drives our curriculum is 'We are **curious**, we are **unique**, we are **together**, we are Whiteshill'.

In order to achieve our school vision, our art curriculum is designed so that you will see ***all pupils***:

Being curious:

- They understand what they do and don't already know and recall previously learnt knowledge in order to make links and commit knowledge to their long-term memory
- They ask and answer their own questions
- They demonstrate a growth mindset including taking risks and making mistakes
- They try new things which they have not experienced before and take part in outdoor and real-life experiences
- They use a wide and effective vocabulary
- They demonstrate a fascination about the world and its people

Being unique:

- They make independent choices about their learning
- They work confidently on their own without support
- They are given equal opportunity to learn and work to their full potential
- They bring their own experiences and knowledge to the learning and know that these are valued
- They respond to effective individual feedback from the teacher which allows them to learn more effectively
- They take pride in their work and have high expectations for presentation

Working together:

- They make links in their learning to the school community, local area and the wider world.
- They work as part of a team and know how to use effective social skills
- They articulate confidently what they have learnt
- They understand the role of artists in society
- They demonstrate empathy and respect for all

The intent of our art curriculum is to ensure that **all pupils** who leave Whiteshill Primary School at the end of year 6 will know:

- How to use colour, pattern and texture effectively to add meaning and impact to their art.
- How to apply their knowledge of line in different ways to add meaning and impact to their art.
- How to use highlights and shadows to create the illusion of form.
- How to apply their knowledge of shape, form and space to add meaning and impact to their art.
- What their own artistic style is, what they like about it at the moment and what they would like to improve.
- Which artists they like and are inspired by.
- Why they have chosen to use a technique or style in their own art.

To achieve this, the following knowledge will be recalled and used each year. The knowledge attached to each year group will be expressly taught, knowledge from previous year groups will be recalled to allow **all pupils** to commit it to their long-term memory:

	Elm Class	Maple Class	Oak Class
Colour	<p>I know the primary and secondary colours.</p> <p>I know how to mix paint to create secondary colours.</p> <p>I know how to create tints with paint by adding white.</p> <p>I know how to create shades with paint by adding black.</p> <p>I know when colours contrast.</p>	<p>I know how to use colour to add depth.</p> <p>I know how to mix an accurate colour to reflect what I see.</p> <p>I know the colour families – warm, cool and neutral.</p>	<p>I know how to choose appropriate colours to create an impact.</p> <p>I know how to choose colours to express emotion.</p> <p>I know which colour family is most effective for my piece of work.</p>
Pattern	<p>I know what a repeated pattern is.</p> <p>I know what a contrasting pattern is.</p>	<p>I know how to use pattern to create impact.</p>	<p>I know how to justify the use of pattern in my art for impact, emotion, movement, purpose, meaning.</p>
Texture	<p>I know how to create contrasting textures.</p> <p>I know that textures in the environment can inspire my work.</p>	<p>I know how to use texture to shape my art.</p>	<p>I know how to use texture to join clay.</p> <p>I know how to add texture to clay using a range of tools and techniques.</p> <p>I know how to choose appropriate texture and justify its use in my art.</p> <p>I know how to use contrasting texture in my art.</p>
Line	<p>I know I can use different pencils to create lines of different thickness.</p> <p>I know how to use different media to create lines.</p> <p>I know how to create hard and soft lines.</p> <p>I know how to create straight and curved lines.</p>	<p>I know how to use line to create detail.</p> <p>I know how to use line to sketch.</p> <p>I know how to use line to create shading.</p>	<p>I know it is important to choose the correct media for the line I want to create. E.g. thickness, grade of pencil, charcoal</p> <p>I know how to apply my knowledge of line in different ways to add impact to my art.</p>

	I know how to combine lines to create different drawing techniques.		
Space	I know how to create space through overlapping, height on the page, size, positive and negative space.	I know how to use linear perspective. I know how to use aerial perspective.	I know I need to use highlights and shadows to create the illusion of form. I know I can use space to add impact to my art.
Shape (2D) and form (3D)	I know I have to combine appropriate simple shapes to create an overall object. I know how to create form for a purpose. I know how to draw a face in proportion.	I know how to refine my shapes to create a more realistic appearance. I know how to measure shapes from observation using sighting. I know that I need to look at a shape repeatedly to re-create it accurately. I know that I can use directional shading to create an implied 3D form. I know how to shape material to create form. I know that accurate height, width and depth impact accuracy of form.	I know that perspective allows artists to portray form in their artwork. I know that I need to refine shapes by observing carefully for an accurate representation. I know that different viewpoints and perspectives affects a shape's appearance. I know that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source.
Analysing and Critiquing	I know what the content or theme of the artwork I am looking at is. I know which colours the artist has chosen to use. I know the process the artist has used. I know when two artists have done something the same or differently (content, theme, elements or process) I know when I have done something the same or different as an artist in my work. (content, theme, elements or process) I know the vocabulary to say which elements I have used in my art. I know when I have been successful with these elements and when I have not.	I know the content or themes the artist I am studying portrayed over more than one piece. I know which colours have been chosen by the artist to reflect the content or themes. I know which elements the artists has used in their work and what impact this has. I know the process the artist has used to create their work. I know how the elements, content, theme and process of my art are the same as the artists. I know which elements I have used in my art and what impact this has. I know which elements of my art have been successful. I know which elements of my art I could change to give a different impact.	I know how my colour palette compares to the artists. I know other artists who have used the same content, theme, process or elements as the artwork I am looking at. I know how the artist has used the elements of art for impact, emotion, movement, purpose and meaning. I know how I have used the elements of art for impact, emotion, movement, purpose and meaning. I know how the artist has influenced my theme, content and process. I know where and how the theme, content and process of my work is original. I know which elements of my art I want to work on in the future.

Two year rolling programme			
	Elm Class	Maple Class	Oak Class
Year A Term 1	<p>Drawing Focus Artist: Paul Klee Final Piece: sectioned drawing displaying techniques learnt Materials: chalk, charcoal, pastels, pencil, cartridge paper. Objectives: I know I can use different pencils to create lines of different thickness. I know how to use different media to create lines. I know how to create hard and soft lines. I know how to create straight and curved lines. I know how to create space through overlapping, height on the page and size. I know I have to combine appropriate simple shapes to create an overall object. I know how to combine lines to create different drawing techniques.</p>	<p>Drawing Focus Artist: Leonardo Da Vinci Final Piece: whole body self-portraits in proportion. Materials: drawing pencil, cartridge paper Objectives: I know how to use line to create detail. I know how to use line to sketch. I know how to use line to create shading. I know how to refine my shapes to create a more realistic appearance. I know how to measure shapes from observation using sighting. I know that I need to look at a shape repeatedly to re-create it accurately. I know that I can use directional shading to create an implied 3D form. I know that accurate height, width and depth impact accuracy of form. I know the colour families – warm, cool and neutral.</p>	<p>Drawing Focus Artist: Giorgio Morandi Final Piece: still life Materials: drawing pencils, cartridge paper Objectives: I know it is important to choose the correct media for the line I want to create. E.g. thickness, grade of pencil, colour I know how to apply my knowledge of line in different ways to add impact to my art. I know I need to use highlights and shadows to create the illusion of form. I know I can use space to add impact to my art. I know that perspective allows artists to portray form in their artwork. I know that I need to refine by shapes by observing carefully for an accurate representation. I know that different viewpoints and perspectives affects a shape's appearance. I know that tone can be used to show implied form within a drawing using dark, mid and light tones to portray a light source. I know which colour family is most effective for my piece of work. I know how my colour palette compares to the artists.</p>
Year A Term 2	<p>Print-making Focus Artist: William Morris Final Piece: relief print with two colours Materials: potato print, natural objects, mono-printing, Objectives: I know what a repeated pattern is. I know what a contrasting pattern is.</p>	<p>Batik Focus Artist: Chuah Thean Teng Final Piece: batik print Materials: batik ink, wax, cotton material Objectives: I know how to use texture to shape my art. I know that I need to look at a shape repeatedly to re-create it accurately.</p>	<p>Mixed Media Focus Artist: Sir Eduardo Paolozzi Final Piece: fabric picture with printing, sewing, painting, drawing, applique etc. Materials: fabric, print, paint Objectives: I know how to choose appropriate colours to create an impact.</p>

	<p>I know how to create space through height on the page, size, positive and negative space.</p>	<p>I know how to refine my shapes to create a more realistic appearance. I know how to measure shapes from observation using sighting. I know how to use colour to add depth. I know how to mix an accurate colour to reflect what I see. I know how to use pattern to create impact.</p>	<p>I know how to choose colours to express emotion. I know how to justify the use of pattern in my art for impact, emotion, movement, purpose, meaning. I know how to choose appropriate texture and justify its use in my art.</p>
Year B Term 1	<p>Sculpture and Form Focus Artist: Jackson Pollack Final Piece: Christmas Tree festival decoration – each side has a different texture inspired by the local environment. Materials: wicker, tissue paper, paint Objectives: I know how to create contrasting textures. I know that textures in the environment can inspire my work. I know how to create form for a purpose.</p>	<p>Sculpture and Form Focus Artist: Sophie Ryder Final Piece: wire animal sculpture Materials: chicken wire Objectives: I know how to shape material to create form. I know that accurate height, width and depth impact accuracy of form.</p>	<p>Sculpture and Form Focus Artist: Ai Wei Wei Final Piece: clay tile inspired by real-life political events. Materials: clay Objectives: I know how to justify the use of pattern in my art for impact, emotion, movement, purpose, meaning. I know how to use texture to join clay. I know how to add texture to clay using a range of tools and techniques. I know how to choose appropriate texture and justify its use in my art.</p>
Year B Term 2	<p>Painting Focus Artists: Andy Warhol and Picasso Final piece: self-portraits Materials: acrylic paint on canvas Objectives: I know the primary and secondary colours. I know how to mix paint to create secondary colours. I know how to create tints with paint by adding white. I know how to create shades with paint by adding black. I know what a repeated pattern is. I know what a contrasting pattern is. I know when colours contrast. I know I have to combine appropriate simple shapes to create an overall object.</p>	<p>Painting Focus Artists: L.S. Lowry and Van Gogh Final Piece: local landscape Materials: watercolour on canvas Objectives: I know how to use colour to add depth. I know how to mix an accurate colour to reflect what I see. I know the colour families – warm, cool and neutral. I know how to refine my shapes to create a more realistic appearance. I know how to measure shapes from observation using sighting. I know that I need to look at a shape repeatedly to re-create it accurately. I know how to use linear perspective.</p>	<p>Painting Focus Artist: Banksy Final Piece: street art using stencils Materials: stencil on wood with acrylic paint. Objectives: I know how to choose appropriate colours to create an impact. I know how to choose colours to express emotion. I know which colour family is most effective for my piece of work. I know I need to use highlights and shadows to create the illusion of form. I know I can use space to add impact to my art. I know that I need to refine shapes by observing carefully for an accurate representation.</p>

	I know how to draw a face in proportion.	I know how to use aerial perspective.	I know how my colour palette compares to the artists.
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Pedagogy

Art medium term plans will always include the following elements:

- Baseline piece of art – a first go before any specific learning has taken place to demonstrate progression across the term.
- Art history – introduction to chosen artists and their most famous pieces for inspiration.
- Focus skills – lessons which focus on specific skills in line with our art curriculum to allow children to make progress.
- Final pieces – a final piece where they can apply all of their new knowledge to a high standard which will then be displayed for parents in a bi-annual art exhibition.
- Critiquing – opportunities for the children to discuss and critique their own work and that of famous artists in every lesson.

Sharing with the community

Every two years, art final pieces from Year A and Year B will be shared with the school and local community through an art exhibition both in school and in the local St Paul’s Church.

Each year the children will also take part in the Whiteshill and Ruscombe two-village festival in the Autumn Term. The classes will use the following media to create pieces to be displayed in the local community:

Willow Class – transient art

Elm Class – collage

Maple class – acrylic paint

Oak Class – watercolour pencils