

Intent

At The Duston School, we believe that every child at has the potential to be an artist. Across their primary years, children explore and learn about the role that Art and Design plays in their own and the lives of others, in contemporary life and in different times and cultures. Our aim is that children enjoy Art lessons and are confident to explore their creativity and imagination.

The Primary Knowledge Curriculum is used to plan the Art curriculum. The curriculum is knowledge rich with knowledge, in the realm of Art, meaning knowledge not only of artists, designers, architects and their work, but of the artistic concepts that relate to their work shown in different types and styles of art, how these relate to each other in a historical context and how this affects the children's own use of materials and development of skills. The curriculum is designed to enable children to learn by making connections between the work of artists, architects and designers (which they study critically) and their own work, which they evaluate and relate back to the works they have studied.

Discrete Art lessons are taught, recognising the identity of the discipline of Art, fostering a love for subject content that will flourish as children move through the curriculum. Links are made across the curriculum so that children can make connections to further embed their learning.

Implementation

Detailed unit plans are provided, which support teachers with their subject knowledge and sequence learning progressively.

Weekly Art lessons are taught across Key Stage 1 and 2 and lessons take a structured approach with all lessons starting with a prior learning review, where children are supported to retrieve prior knowledge and make connections. There is an emphasis on the explicit teaching of vocabulary, and each lesson includes introducing, orally rehearsing, and engaging with key vocabulary. Key vocabulary is contextualised throughout the lesson and children are given opportunities to apply new language.

Knowledge and skills are presented in small steps, clearly explained and modelled and children have opportunities to talk, answer questions, explain their learning and work independently. Throughout lessons, teachers assess/monitor pupil responses and provide effective feedback. Assessment tasks are undertaken at the end of each unit and take the form of a finished piece.

EYFS

Early Learning Goals below most closely link and lead into the Art curriculum. In line with EYFS practice, there are always opportunities for children to explore their creativity using a range of media in adult led tasks and independently through continuous provision.

Expressive Arts and Design (Exploring and Using Media and Materials)

Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Curriculum Map and Key Knowledge Goals

Drawing	
Painting	
Sculpture	
Printing/Collage/Textiles	Printing/Collage/Textiles

Curriculum Map and Key Knowledge Goals						
EYFS						
	All About Me To explore colour. To paint with primary colours. To mix secondary colours. To study the work of Miro. To paint self-portraits	Transport – Past and present To explore how colour changes depending on the season. Exploring which colours depict each season. To study Pissarro's season paintings.	Space To explore line. To take a line for a walk. To create drip paintings in the style of Jackson Pollock. To create pictures in the style of Hundertwasser using spirals and curved lines.	Growing and Changing To explore what we can see around us. To study how Van Gogh used marks to draw still life. To study how Lowry drew houses and "matchstick" people. To draw imaginary houses.	King and Queens To study animals in art. To study Rousseau's "Tiger in a Tropical Storm". To use ink and wax to create effects. To create a fish using was resist.	Stories from the Past To study people in art. To study Degas' ballerinas. To Practise drawing people. To create clay sculptures of "Miro-like" people.
	<u>Key Vocabulary</u> Colour mix primary secondary portrait self-portrait Miro paint brushstroke	<u>Key Vocabulary</u> Colour season cold warm Pissarro paint effect feel brushstroke primary secondary	<u>Key Vocabulary</u> Line draw thin thick splatter drip spiral curved line Jackson Pollock Hundertwasser straight curved	<u>Key Vocabulary</u> Draw pencil line Lowry Van Gogh architect Hundertwasser thin thick straight curved line house home roof windows door	<u>Key Vocabulary</u> Rousseau fish tiger wax ink resist effect colour choice complimentary mix blend draw line shape	<u>Key Vocabulary</u> People Dega ballerinas drawing clay sculpture Miro 2d 3d
Key Stage 1						
Year 1	Colour To understand that there are primary colours and what they are. To identify secondary colours, warm and cool colours. To know what tints and shades are. To study how Monet uses tints and Shades.	Line To show what I know about line in art. To know that artists can use lines, made from different materials, to show different things. To study how Miro uses line. To study how Klee used lines.	Architecture To understand that architecture is the art of designing buildings. To understand that buildings are built for a purpose. To be able to describe different features of buildings. To design a building with a purpose.	Style in Art To understand that artists can paint using different styles. To know that Van Gogh painted in different styles. To know that Van Gogh used short brushstrokes in Starry Night. To understand that art can tell a story	Paintings of Children To understand that art can tell us about people. To understand how to match colours and choose a brush. To understand that art can tell us about how children lived in the past. To understand what cubism means.	Sculpture To understand that sculpture is a 3D form of art. To know that Degas made a sculpture from wax called Little Dancer Aged Fourteen. To know that sculptors make sketches and models to plan their sculptures. To know that sculptors can add colour to their sculptures.
	<u>Key Vocabulary</u> Primary colours secondary mix warm cold tint, White lighter shade black darker tints shades Hockney Monet rough calm brushstrokes materials	<u>Key Vocabulary</u> Straight zigzag curved wavy loop thick thin Miro primary Rembrandt straight shape Klee landscape imagination	<u>Key Vocabulary</u> architecture architect building design St Paul's Cathedral, Westminster Abbey, The Houses of Parliament purpose features gargoyles	<u>Key Vocabulary</u> Style pointillism Technique Seurat Van Gogh brushstrokes retell narrative character setting Tintoretto Uccello Moreau personality hero	<u>Key Vocabulary</u> Artist children past luxury wealth message Hogarth pose position line shape primary secondary mix tint shade watercolour brush size detail Cassatt Bruegel Cubism Hockney	<u>Key Vocabulary</u> sculpture 2d 3d material carve Hepworth Moore Degas Gormley Rodin Thornycroft sculptor wax clay bronze maquette model sketch casting iron patina

Year 2	Colour and Shape To recognise primary, secondary, warm and cool colours. To know what a tint and a shade is. To recognise and name geometric shapes in art. To know what an organic shape is.	Colour, Shape and Texture To understand how Matisse made his cut-outs. To know that Matisse used organic shapes And complementary colours in his cut-outs. To understand that artists can show how something feels.	Portraits and Self-portraits To understand what a portrait and a self-portrait is. To explore the use of colour in self-portraits. To understand how artists represent themselves through self-portraits.	Landscape & Symmetry To understand what a landscape painting is. To explore different methods for painting landscapes. To understand that Turner used bold Brushstrokes. To understand that artists can use symmetry.	History Painting To know that artists have shown myths in art throughout history. To know that a work of art can tell part or the whole of a narrative. To know that Picasso painted many pictures of the Minotaur.	Murals and Tapestry To know that sometimes artists paint on walls or ceilings. To know that Michelangelo painted a mural on the ceiling of the Sistine Chapel. To know that a tapestry is a piece of art made from woven threads
	<u>Key Vocabulary</u> Primary secondary warm cool Kandinsky Delaunay Monet tint white black darker mix Klee geometric shape 2d 3d edge corner tints shades Picasso Calder organic geometric	<u>Key Vocabulary</u> Primary, secondary, organic shape, cut-out, composition Matisse Durer Jan van Eyck texture rough smooth	<u>Key Vocabulary</u> portrait self-portrait represent facial features Leonardo da Vinci Holbein Kahlo tone tint shade skin tone colour mixing Van Gogh Represent detail expression Rembrandt	<u>Key Vocabulary</u> Landscape seascape Constable Turner Rousseau method sketch symmetry nature Leonardo da Vinci Goldsworthy Hobbema	<u>Key Vocabulary</u> History painting, myth classical, narrative, Theseus, Ariadne, Minotaur Minos, Aegeus Crete Naxos Picasso line tone highlights shadow mid-tones,	<u>Key Vocabulary</u> Mural Piero della Francesca Diego Rivera Michelangelo Sistine Chapel Rome plaster Banksy Paula Rego Tapestry weaving thread loom

Lower Key Stage 2						
Year 3	Line To understand that artists use sketchbooks and that lines are like basic tools for artists. To understand that artists can use different line weight. To understand different ways artists use line. To understand that printing can create lines.	Still Life & Form To understand what a still life is and that they have been painted for a long time. To know that artists can show tone and form using cross Hatching. To know how to use colour to create form.	Art of Ancient Egypt To know the Ancient Egyptians created different pieces of art. To know that a bust means a sculpture of a head and shoulders. To know that the Ancient Egyptians made the first paper called papyrus.	Anglo Saxon Art To know that the Anglo Saxons created interlaced designs. To know that illuminated letters are decorated with pictures and patterns. To understand that the Bayeux Tapestry shows the events of 1066.	Architecture To understand what architecture means and the importance of the Parthenon. To know that line and symmetry are important when designing buildings. To recognise and describe work by Gaudi.	Modern Architecture To compare modern and traditional architecture. To understand that the function of a building affects its design. To understand that architects use different things to inspire their designs.
	<u>Key Vocabulary</u> Sketch edge line thick thin Klee vertical diagonal horizontal line weight Leonardo da Vinci line, shade form Picasso, Van Gogh Moore Rembrandt print woodblock print Hokusai	<u>Key Vocabulary</u> Warhol Still life Pop art Herculaneum still life form tone 3d highlight, shade/shadow cast shadow mid-tone cross hatching Morandi Stubbs Cézanne Moser	<u>Key Vocabulary</u> Profile Ankh Nile papyrus Book of the Dead scroll bust Nefertiti sculpture limestone Thutmose Sphinx mythical Cairo Giza Ancient Egyptian Pharaoh pyramid	<u>Key Vocabulary</u> Anglo-Saxon Sutton Hoo Shoulder Clasp Symmetrical Interlocking decorate illuminate Lindisfarne Gospels Latin manuscript quill monk illustrate decorate	<u>Key Vocabulary</u> Architecture Frieze in the round in relief vertical Ictinus horizontal diagonal symmetry asymmetry pillar/column Parthenon Callicrates Christopher Wren Gaudi mosaic	<u>Key Vocabulary</u> architect design modern featurefunction traditional Guggenheim Museum Gehry Miralles Innovative Serpentine Pavilion – Francis Kéré London Aquatic Centre – Zaha Hadid inspire

Year 4	Light To understand that artists can use tone to show form and drama. To compare how Caravaggio and Vermeer use tone. To understand how to use a ground and underpainting using acrylic paint.	Space To understand that artists can create the illusion of three dimensions. To understand how artists use foreground, middle ground and background. To understand that artists can use colour and detail to show depth.	Design To understand that artists can use colour and detail to show depth. To understand that Matisse carefully considered the design of his cut outs. To know that expressionism is a type of art where design shows strong emotion.	Monuments of Ancient Rome To know that Roman monuments can tell us about the Emperors who built them. To discover facts about the Pantheon and Colosseum. To understand that the Colosseum is made up of arches and why these are important.	Byzantine Monuments To understand that Constantine the Great founded Constantinople and ruled over the Byzantine Empire for over 1000 years. To know that Hagia Sophia was built as a church during the Byzantine Empire.	Needlework, Embroidery and Weaving To understand that needlework is the art of sewing or embroidery. To understand that embroidery is the art of making pictures or patterns by sewing onto cloth. To understand that cross-stitch is one embroidery stitch.
	<u>Key Vocabulary</u> Form tone shade/shadow highlight mid-tone cast ochre chiaroscuro Caravaggio , underpainting acrylic burnt sienna yellow Vermeer Begum rayonism	<u>Key Vocabulary</u> 3d 2d height Width depth Matisse foreground background, middle ground foreshortening Millet Bruegel the Elder Turner	<u>Key Vocabulary</u> elements of art design collage composition Matisse composition cut outs Kauffman expressionism complementary Munch	<u>Key Vocabulary</u> Ancient Rome monument Pantheon dome portico column Hadrian frieze	<u>Key Vocabulary</u> monument Byzantine Empire mosaic Constantinople, Ravenna ornate Justinian Theodora	<u>Key Vocabulary</u> MacDonald needlework, thread needle sew embroidery stitch Hartnell cross-stitch lace applique weaving loom tapestry warp thread weft thread
Upper Key Stage 2						
Year 5	Style in Art To compare two different styles. To understand that Rococo was a style of art and design from the 1700s. To compare two different styles in art and design. To know that abstract art is art that doesn't try to look like something.	Islamic Art and Architecture To know that Islamic art And architecture relates to the religion of Islam or the Islamic world. To understand that Islamic art uses calligraphy, geometric and vegetal patterns. To understand the Taj Mahal shows features of Islamic art.	Art from Western Africa To know that the Bamana people carve antelope headdresses to use in the Chiwara ceremony. To know that the Benin Plaques are cast brass plaques made to decorate the royal palace in Benin City.	Chinese Painting and Ceramics To understand which materials are used to make Chinese calligraphy paintings. To understand the importance of calligraphy in Chinese art. To understand what makes up Chinese painting style. To understand the importance of Ming ware.	Print Making To understand that printing is an indirect art that can produce many copies. To understand how a screen-print is made. To understand how a relief print is made. To understand how an intaglio print is made.	One Picture To investigate the picture. To discuss and understand the different issues raised by the picture. To discuss and understand how the issues raised by the picture relate to our local community. To discuss and investigate ideas and media for a piece of art.
	<u>Key Vocabulary</u> Style technique Stubbs Munch Rococo abstract natural forms asymmetrical curves Watteau Chippendale expressionism Canvas acrylic Mondrian Pollock	<u>Key Vocabulary</u> Islamic architecture geometric patterns calligraphy vegetal patterns arches fountain muqarnas vegetal tilework plasterwork Begum	<u>Key Vocabulary</u> Mali Bamana ceremony headdress Chiwara Malian antelope headdress Benin City plaque relief cast mould	<u>Key Vocabulary</u> Dynasty ink stone ink stick calligraphy rice paper silk scroll design space asymmetrical brushstroke landscape painting bird and flower painting	<u>Key Vocabulary</u> Indirect edition mono-print Hogarth relief printing intaglio printing screen-printing stencil squeegee Warhol linocut block Hokusai etching plate printing press Rembrandt	<u>Key Vocabulary</u> Issue design elements of art line shape colour line visual Texture space form media

Year 6	Art in the Italian Renaissance To know that the Renaissance was a new style in art and culture that started in Italy. To know that Leonardo da Vinci did anatomical drawings. To know the different painting techniques used by da Vinci.	Renaissance Architecture and Sculpture To know what is special about Brunelleschi's design for the dome of Florence Cathedral. To know that Ghiberti used relief sculpture and linear perspective in The Gates of Paradise. To know that Donatello carved a sculpture of St George.	Victorian Art & Architecture To know that Victorian architecture used architectural styles from the past. To know that the design of the Houses of Parliament shows gothic and classical features. To know we can see Victorian architecture in our local environment.	William Morris To know William Morris was a Victorian designer. To know how William Morris' wallpapers were printed. To know William Morris was a key figure in the Arts and Crafts movement.	Impressionism To know that the Impressionists were a group of painters from France in the 19 th century. To know that the Impressionists used developing knowledge about the way we see. To know Van Gogh and Gauguin were Post-impressionist artists.	Art in the 20th Century To know that art can raise issues and provoke debate. To know Picasso started cubism which led to the creation of abstract art. To know that Himid explores the issue of race and identity in her art.
	<u>Key Vocabulary</u> Renaissance classical humanism proportion Leonardo da Vinci Raphael anatomy dissect tendon fresco plaster sculptor Michelangelo	<u>Key Vocabulary</u> linear perspective Florence duomo Baptistry Brunelleschi in relief casting Ghiberti carve guild flattened relief linear perspective Donatello	<u>Key Vocabulary</u> classical neoclassical gothic revival medieval Pugin Barry Rossetti watercolour wet-on-dry wet-on-wet Millais highlight shade mid-tone light to dark	<u>Key Vocabulary</u> designer decorative arts textiles stylized woodblock printing block printing reduction William Morris medieval gothic Arts and Crafts	<u>Key Vocabulary</u> impressionism en plein air transient effects brushwork, landscape Monet broken brushstrokes Renoir Degas Renoir Post-impressionism constructive	<u>Key Vocabulary</u> Modernism abstract statue Picasso cubism sculpture Hepworth figurative impasto Auerbach

Impact

As we have clearly specified what we want our children to know, do and remember. We monitor impact by reviewing and assessing against the Knowledge Goals laid out in the curriculum which enables us to check whether children can remember what we set out for them to learn. We carry out subject-specific monitoring and curriculum reviews to assess impact and use these to plan for future development.

Children talk enthusiastically about what they have learnt in Art lessons and are proud to show their finished pieces. High quality finished pieces of Art are displayed with pride around the school.

Values

Children demonstrate the Primary Phase values of Care, Challenge and Succeed through their Art learning.



Care:

Children demonstrate care in their Art lessons by respecting school equipment and following safety strategies to keep themselves and others safe and when appreciating the artwork that they and their peers produce. Cultural diversity is included in the curriculum to ensure that it mirrors the community of our school. Year 5 study art from the Islamic world, western Africa and China and these units address colonialization and empire. Women artists have also been consciously included in the curriculum, and in key stage 2 there is provision for discussing why women are under-represented in traditional Western art history narratives.



Challenge:

Children are taught to learn challenging new knowledge, concepts and skills throughout the Art curriculum. Higher order vocabulary is learnt in Art lessons and children are encouraged to use these new words in context when discussing new Art learning. They also learn about significant people who have, themselves, faced challenge and overcome these to share their Art with the wider world e.g. Frida Kahlo, Vincent van Gogh, Hokusai



Succeed:

Children have opportunities to succeed in all their Art learning. Scaffolds are put into place to support less confident artists and encouragement ensures that all children produce finished products within Art units. All children's Art is appreciated and shared in a supportive way within the class and their 'Best Work' is displayed with pride within the classroom and in shared areas of the school.