



Living Life to its Fullest; Making
a Difference Along the Way

*Rivington Foundation Primary School
Art and Design Curriculum Document
2023-25*

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Art and Design

Intent

At Rivington Foundation Primary School our vision statement is that 'Living Life to its Fullest; Making a Difference along the Way'. This is carried throughout every area of the curriculum including Art and Design.



Art and Design

Intent

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



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.

Art and Design



Content and Sequence

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.

Art and Design


















Content and Sequence













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













Intent: Core Content Unit A+B (Autumn Term)

Y1/2	<p>Drawing Explore materials and tools for mark making Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p> 	<p>Painting Explore mark making with paint, using primary colours Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours</p> 
Y1/2	<p>Drawing Evoke mood and represent movement through mark making Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p> 	<p>Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings</p> 
Y3/4	<p>Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use</p>  	<p>Printmaking Create monoprints and explore mark making and pattern with printing tools Know how to use a printing slab and roller Know how to create different printing blocks</p> 
Y3/4	<p>Drawing Create contour drawings using still life and natural forms as stimulus Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail</p> 	<p>Painting Learn about abstract art and develop colour mixing skills to include tertiary colours Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p> 
Y5/6	<p>Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist</p>  	<p>Printmaking Create three colour prints and combine printing techniques Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process</p> 
Y5/6	<p>Drawing Combine techniques to create abstract images Learn about surrealism and portraiture Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p> 	<p>Painting and Collage Create still life compositions 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 Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>  

Intent: Core Content Unit C+D (Spring Term)

	Block C	Block D
Year 1	<p>Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks Know prints can be made from ordinary objects Know how to make and use a stencil and relief block Be able to apply paint using controlled brushstrokes and stippling Be able to combine printing techniques such as stencilling and relief printing</p> 	<p>Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric Know mixed-media, including fabrics, yarn and beads, can be used to create artwork Be able to combine a range of materials to produce textile art</p> 
Year 2	<p>Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus Know prints can be made from natural objects Know how to make a collagraph printing block Be able to create repeated patterns Be able to combine printing techniques</p> 	<p>Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media Know reconstructed paintings are made using images (and materials) that were originally part of something else Be able to select appropriate pre-used images, colours and textures to create a new picture</p> 
Year 3	<p>Textiles & Collage Explore pattern and colour combinations Use collagraph and Plasticine™ blocks and tie dye Explore positive and negative space Explore line and shape and create paper collage Know a mandala means circle in Sanskrit Know mandalas are designs used in Hinduism and Buddhism Know quilting is a way of conveying a message Be able to create collaged patterns within concentric circles Be able to tell a story using textiles and collage</p> 	<p>3D Create relief sculptures Use wire to make 3D insects Know relief work is a sculptural technique where parts of a sculpture remain attached to a surface Know sculptures can be any size and created with a wide range of materials Know when displayed, sculptures are called an installation Be able to produce relief work, placing objects into gesso Be able to make an insect installation using wire to create structure and form</p> 
Year 4	<p>Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques Know Kente cloth is a woven fabric from West Africa Know tie dye is a method used to create designs and colour Know textile artists use a range of materials to create textured designs and images Be able to create printing to represent Kente designs Be able to use tie dye to create colour designs Be able to combine media to create texture</p> 	<p>3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering Know an illusion can suggest movement Know proportion will make a figure seem realistic Be able to assemble pieces of paper to create the illusion of movement Be able to create figures that are in proportion and out of proportion</p> 
Year 5	<p>Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork Know appliqué is a technique where fabric is stuck or sewn onto a larger piece to form a pattern or picture Know textile comes from the Latin word, <i>texere</i>, meaning to braid, weave or construct Be able to combine fabrics in a range of ways Weave, braid and construct art using natural objects</p> 	<p>3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls Know an armature can be used to create a piece of 3D art Know clay can be joined by a score and slip method Be able to use armatures to produce 3D forms Be able to join two or more pieces of clay</p> 
Year 6	<p>Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces Know batik is a method of making marks on cloth using hot wax Know perspective is a technique that enables artists to create the illusion of depth to a painting or drawing Be able to apply wax to the surface of fabric and dye it to create coloured designs Be able to create a simple one-point perspective sketch</p> 	<p>3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials Know a 2D object can change its form and shape to become 3D Know asymmetrical means balance is created where there are elements of colour or shape on both sides that make each side equally important Be able to use different media to create shapes and forms Be able to match visual and tactile elements to their intentions to create visual balance</p> 

Intent: Core Content Unit E+F (Summer Term)

	Block E	Block F
Year 1	<p>3D Use natural and man-made materials Create plaster casts from clay impressions Know sculptures can be made out of many different materials Know artists take inspiration from the work of others Be able to select materials based on their properties Be able to take inspiration from the work of an artist</p> 	<p>Collage Explore the visual and tactile qualities of objects Layer paper to build an image Know collage can be used as a background Know paper can be torn or cut for effect Be able to build up layers, using collage to create a background Be able to tear paper and use scissors to cut for precision</p> 
Year 2	<p>3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard Know sculptors make their ideas come to life by joining or molding materials together Know sculptors sometimes first make small-scale models of their work called maquettes Be able to join materials together to form a 3D work of art Be able to make a small rough draft of a sculpture to explore ideas</p> 	<p>Creative Response – Drawing and Collage Combine drawing and collage to add detail and interest Know there are a series of steps in the creative process Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and collage techniques</p> 
Year 3	<p>Painting Use a range of paint techniques to create backgrounds for effect Know backgrounds can be painted for effect Know negative space is the area behind and around the main focus of the painting Be able to use a range of techniques to create backgrounds for effect Be able to paint backgrounds that create a negative space</p> 	<p>Creative Response – Painting and Printmaking Combine painting and printmaking techniques Know there are a series of steps in the creative process Be able to use knowledge of techniques and skills to make creative choices using painting and printmaking</p> 
Year 4	<p>Painting Mix tints and tones to create an ombre effect with paint Know painted images can be layered to create space Know an ombre effect can be created with paint by changing the tint and tone Be able to position images on a plane to create space Be able to add grey to a colour to create a tonal change Be able to add white to a colour to create tints</p> 	<p>Creative Response – Drawing and Textiles Refine previously taught drawing and sewing techniques Know there are a series of steps in the creative process Know running stitches can be joined together to create a fern stitch Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine previously taught drawing and textile techniques</p> 
Year 5	<p>Painting Explore a range of effects which can be achieved using watercolour paint Know different effects can be achieved with watercolour paint Be able to select materials to create specific marks using watercolour paint</p> 	<p>Creative Response – Printmaking and Textiles Combine printmaking and textiles to embellish fabric Know there are a series of steps in the creative process Know mediums can be combined to create texture Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine printmaking and collage techniques</p> 
Year 6	<p>Painting Combine techniques to create the illusion of water and depth Know depth can be created by layering effects one on top of the other Be able to select and combine appropriate techniques to create the illusion of water and depth</p> 	<p>Creative Response – Drawing and Textiles Combine drawing and batik to add detail Know there are a series of steps in the creative process Know mediums can be combined to create texture and detail Be able to refer to previous knowledge and skills to make creative choices Be able to apply and refine drawing and textile techniques</p> 

Intent

Art and Design EYFS



<p>EYFS Year A</p>	<ul style="list-style-type: none"> • Baseline • Draw self-portraits and pictures of family at home 	<ul style="list-style-type: none"> • Designing and modelling with reclaimed materials. • Christmas cards and calendars. • Loose parts art. 	<ul style="list-style-type: none"> • Colour mixing – match to fruits. • Observational drawing of fruit and vegetables. 	<ul style="list-style-type: none"> • Easter cards. • Mother's Day cards. • Symmetrical printing. • Collage flowers. • Forest art – Forest School. 	<ul style="list-style-type: none"> • Experimenting with different types of lines. • Forest sculptures and creations – Stickman – Forest School. 	<ul style="list-style-type: none"> • End of year assessments.
<p>EYFS Year B</p>	<ul style="list-style-type: none"> • Baseline • Draw self-portraits and pictures of family at home 	<ul style="list-style-type: none"> • Designing and modelling with reclaimed materials. • Christmas cards and calendars. • Colour mixing – seasonal. 	<ul style="list-style-type: none"> • Sewing, weaving. • Designing and constructing bridges. 	<ul style="list-style-type: none"> • Easter cards. • Mother's Day Cards • Forest Schools – Forest Art. 	<ul style="list-style-type: none"> • Repeating animal patterns. • Exploration of pattern and colour. 	<ul style="list-style-type: none"> • End of year assessment. • Art work in class assembly.

Intent

Art and Design Curriculum KS1



	<i>Drawing (line and texture)</i>	<i>Painting (colour and tone)</i>	<i>Printmaking (line and pattern)</i>	<i>Textiles (pattern and texture)</i>	<i>3D (form and shape)</i>	<i>Collage (texture)</i>
Year 1 and 2 Year A	Block A <ul style="list-style-type: none"> Explore materials and tools for mark making 	Block B <ul style="list-style-type: none"> Explore mark making with paint, using primary colours 	Block C <ul style="list-style-type: none"> Explore resist and relief block printing, negative stencils and clay slabs 	Block D <ul style="list-style-type: none"> Explore weaving with natural and man-made materials. Explore wrap, tie, knot and peg techniques for fabric dying. 	Block E <ul style="list-style-type: none"> Use natural and man-made materials. Create plaster casts from clay impressions. 	Block F <ul style="list-style-type: none"> Explore the visual and tactile qualities of natural and manmade objects.
Year 1 and 2 Year B	Block A <ul style="list-style-type: none"> Evoke mood and represent movement through mark making 	Block B <ul style="list-style-type: none"> Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. 	Block C <ul style="list-style-type: none"> Create repeated patterns with positive and negative space. Use natural objects as stimuli. 	Block D <ul style="list-style-type: none"> Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape. 	Block E <ul style="list-style-type: none"> Explore aboriginal art Combine different colours of clay. 	Block F <ul style="list-style-type: none"> Drawing and Collage Combine drawing and collage to add detail and interest.

Intent

Art and Design Curriculum Map LKS2



	<i>Drawing (line and texture)</i>	<i>Painting (colour and tone)</i>	<i>Printmaking (line and pattern)</i>	<i>Textiles (pattern and texture)</i>	<i>3D (form and shape)</i>	<i>Collage (texture)</i>
Year 3 and 4 Year A	<p>Block A</p> <ul style="list-style-type: none"> Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. 	<p>Block B</p> <ul style="list-style-type: none"> Create monoprints and explore mark making and pattern with printing tools. 	<p>Block C</p> <ul style="list-style-type: none"> 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>Block D</p> <ul style="list-style-type: none"> Create coil pots using clay. 	<p>Block E</p> <ul style="list-style-type: none"> Use a range of paint techniques to create backgrounds for effect. 	<p>Block F</p> <p>Creative Response Painting and Printmaking Combine painting and printmaking techniques.</p>
Year 3 and 4 Year B	<p>Block A</p> <ul style="list-style-type: none"> Create contour drawings using still life and natural forms as stimuli. 	<p>Block B</p> <ul style="list-style-type: none"> Learn about abstract art and develop colour mixing skills to include tertiary colours. 	<p>Block C</p> <ul style="list-style-type: none"> 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>Block D</p> <ul style="list-style-type: none"> Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering. 	<p>Block E</p> <ul style="list-style-type: none"> Painting Mix tints and tones to create an ombre effect with paint. 	<p>Block F</p> <p>Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques.</p>

Intent

Art and Design Curriculum Map UKS2



	<i>Drawing (line and texture)</i>	<i>Painting (colour and tone)</i>	<i>Printmaking (line and pattern)</i>	<i>Textiles (pattern and texture)</i>	<i>3D (form and shape)</i>	<i>Collage (texture)</i>
Year 5 and 6 Year A	<p>Block A</p> <ul style="list-style-type: none"> Drawing and Painting Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. 	<p>Block B</p> <ul style="list-style-type: none"> Printmaking Create three colour prints and combine printing techniques. 	<p>Block C</p> <ul style="list-style-type: none"> Textiles and Collage Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork. 	<p>Block D</p> <ul style="list-style-type: none"> 3D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls. 	<p>Block E</p> <ul style="list-style-type: none"> Painting Explore a range of effects which can be achieved using watercolour paint. 	<p>Block F</p> <ul style="list-style-type: none"> Printmaking and Textiles Combine printmaking and textiles to embellish fabric.
Year 5 and 6 Year B	<p>Block A</p> <ul style="list-style-type: none"> Combine techniques to create abstract images. Learn about surrealism and portraiture. 	<p>Block B</p> <ul style="list-style-type: none"> 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>Block C</p> <ul style="list-style-type: none"> Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces. 	<p>Block D</p> <ul style="list-style-type: none"> Explore shape, form and colour and explore the effect of heat to create Chihulystyle 'glass' Explore the combining of wire and recycled materials. 	<p>Block E</p> <ul style="list-style-type: none"> Painting Combine techniques to create the illusion of water and depth. 	<p>Block F</p> <ul style="list-style-type: none"> Drawing and Textiles Combine drawing and batik to add detail.

Art and Design



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.

Intent

Art and Design



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

Intent

Art and Design



	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)	Collage (texture)
Year 3 and 4 Year A	<p>History – The Stone Age Science – Rocks and Fossils Vincent Van Gogh Pebble in My Pocket by Meredith Hooper Greta and The Giants by Zoë Tucker The Hippocrump by James Reeves</p>		<p>Science – Rocks Neil Bousfield A Rock is Lively by Dianna Hutt The Street Beneath My Feet by Charlotte Guillain</p>	<p>History – Slavery Faith Ringgold The Quilt by Valeriane Leblond Aunt Harriet’s Underground Railroad in the Sky by Faith Ringgold</p>	<p>Maths – 2D and 3D shape Louise Bourgeois Cloth Lullaby – The Woven Life of Louise Bourgeois by Amy Novesky</p>	
Year 3 and 4 Year B	<p>Maths – 2D and 3D shape Giorgio Morandi 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>Georgia O’Keeffe Matthew F Fisher 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 Gilbert Ahiagble 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 Alberto Giacometti Art and Max by David Wiesner Meet the Artist: Alberto Giacometti by Nick White</p>	

Intent

Art and Design



	Drawing (line and texture)	Painting (colour and tone)	Printmaking (line and pattern)	Textiles (pattern and texture)	3D (form and shape)
Year 5 and 6 Year A	<p>Maths – 2D shape</p> <p>Friedensreich Hundertwasser</p> <p>Harvesting Dreams – Hundertwasser 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</p> <p>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 5 and 6 Year B	<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 World of Glass: The Art of Dale Chihuly by Jan Greenberg and Sandra Jordan</p> <p>Sculptures</p> <p>Children Should Know by Angela Wenzel</p>	

Art and Design



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.

Art and Design



The teaching and implementation of the Art and Design Curriculum at Rivington Foundation Primary School is based on the National Curriculum. It is supported by the CUSP Art and Design scheme of work. All children have the opportunity to learn art skills and techniques through this creative and exciting art curriculum. We have mixed aged classes and follow a 2-year long-term curriculum plan.

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including 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 at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.

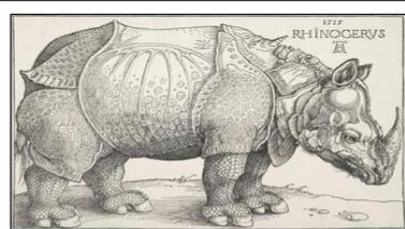
Example planning KS1



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		



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.



Example Planning KS1



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

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"> • cross-hatching • using pressure to go from light to dark / dark to light • using zig-zags • drawing curved and straight lines • using the tips and sides of drawing tools • blending and smudging • mixing drawing media <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>

Example Planning KS1



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



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		



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.



Example Planning KS2



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		



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



Prior Learning

- 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:

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 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
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Example Planning KS2



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

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>

SEND and Art



At Rivington, we believe that it is not appropriate to use a single approach for teaching children with SEND. It is also important that the art curriculum is ambitious for all pupils. However, some pupils with complex needs may need some goals to be adapted for them. Pupils with SEND generally do not benefit from differentiated teaching, activities or resources in order to achieve the same curriculum goal as their peers. Teachers may however decide to target teaching to break down or reinforce aspects of the curriculum. It can be helpful to consider cognitive load when making pedagogical decisions. Expectations of pupils should not be unnecessarily lowered.

Impact



Art and Design Impact

Impact



Impact

We consider accurate and focused assessment as the cornerstone of high quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support.

The culture at Rivington Foundation Primary School is one of continually using what we know in order to move on children's learning. This formative assessment happens all the time and may not necessarily be recorded. Teachers and other adults will use the information gathered through formative assessment to address gaps and to provide additional challenge for children as required and appropriate. This is most effective when done immediately and at the point of learning.

Impact



Successful Teaching, Learning and Assessment In Art and Design

- *Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.*
- *Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well.*
- *Work is differentiated, demanding and challenging enough for all pupils.*
- *The contribution of Teaching Assistants has a significant positive impact on children's progress.*
- *Children demonstrate the characteristics of effective learning and positive learning behaviours.*
- *Well-being and involvement in learning are high.*
- *Progress over time is very good (in books and assessment information).*
- *Achievement is high overall and ensures that the school meets government baseline standards.*
- *High quality of work and presentation in books. There must be consistency in approach, expectation, standards, attainment and rates of progress.*

Impact

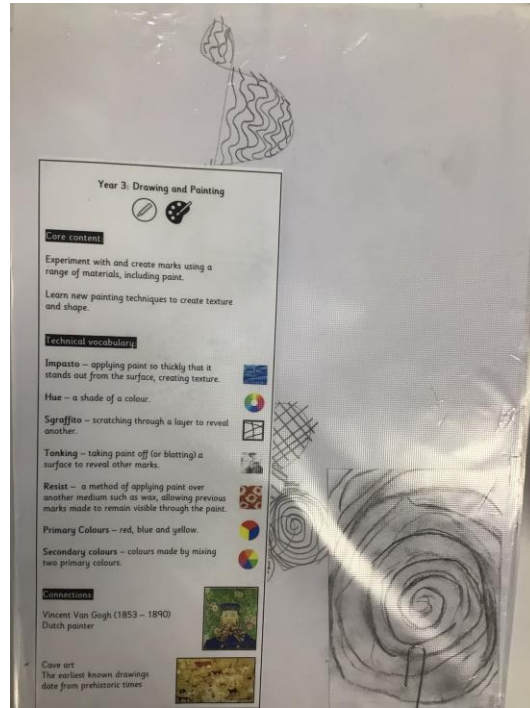
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Y1/2 Unit B- Painting:

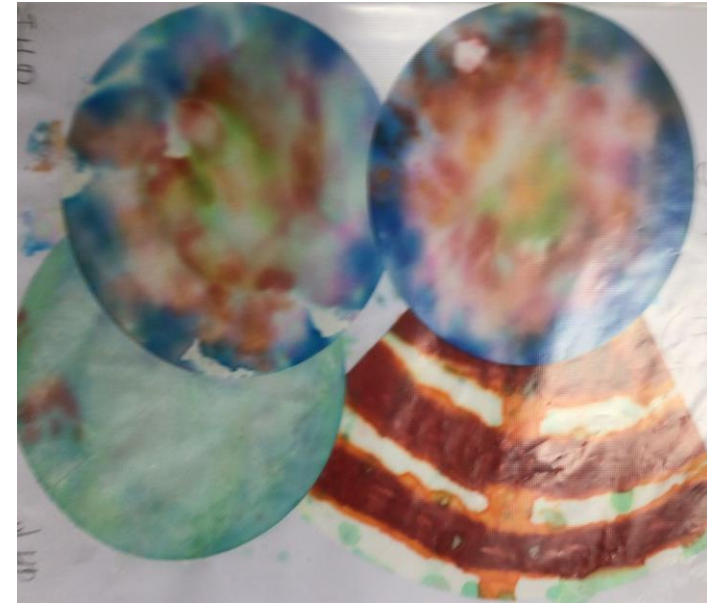
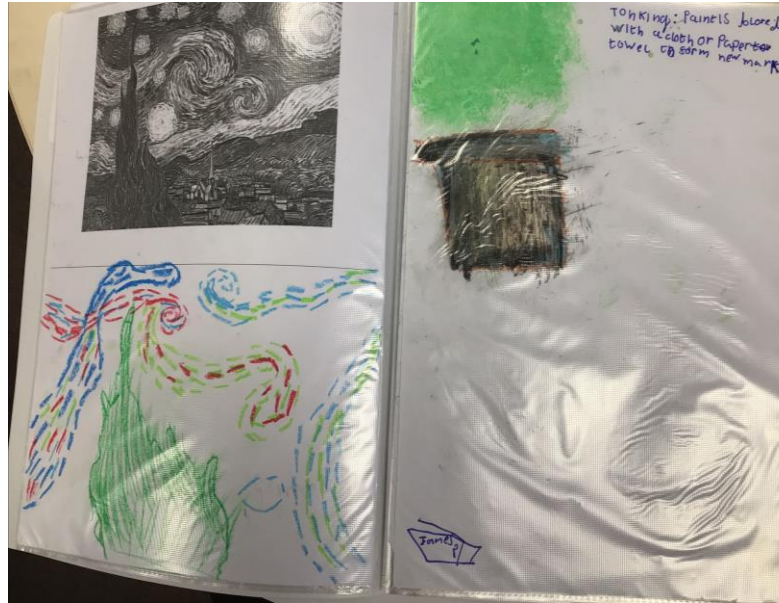
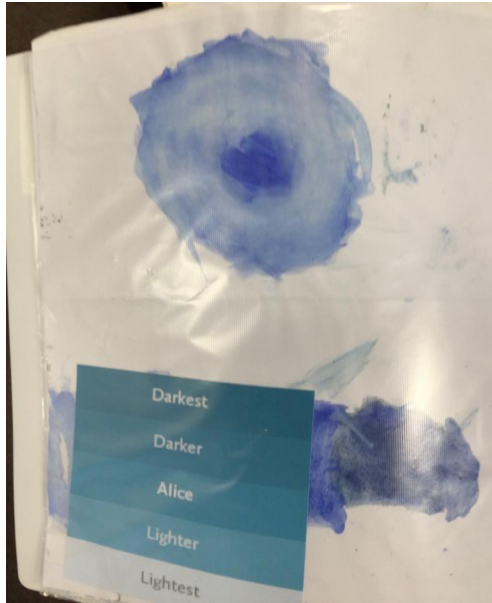


Year 3 and 4 Unit A - Drawing:



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Year 3 and 4: Unit B - Painting



James P 30/4/22

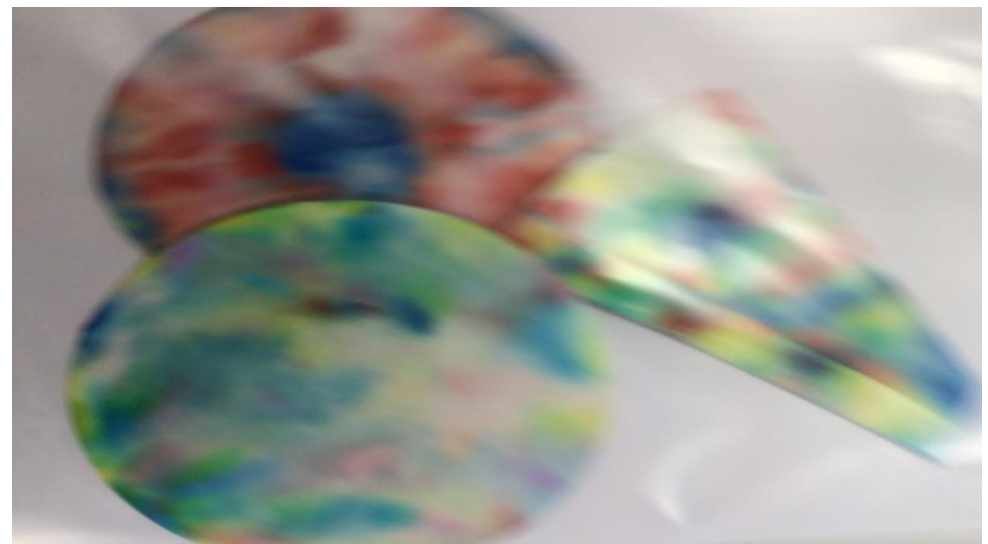
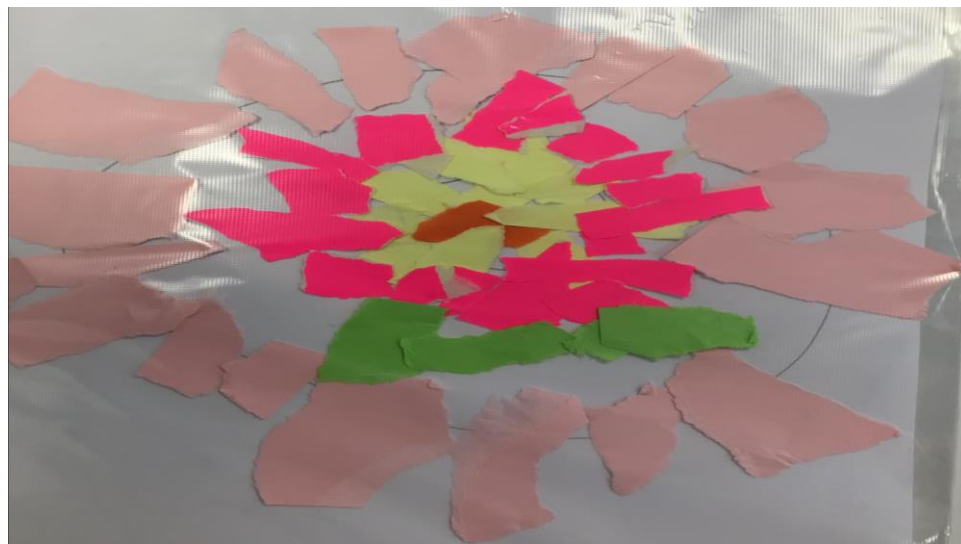
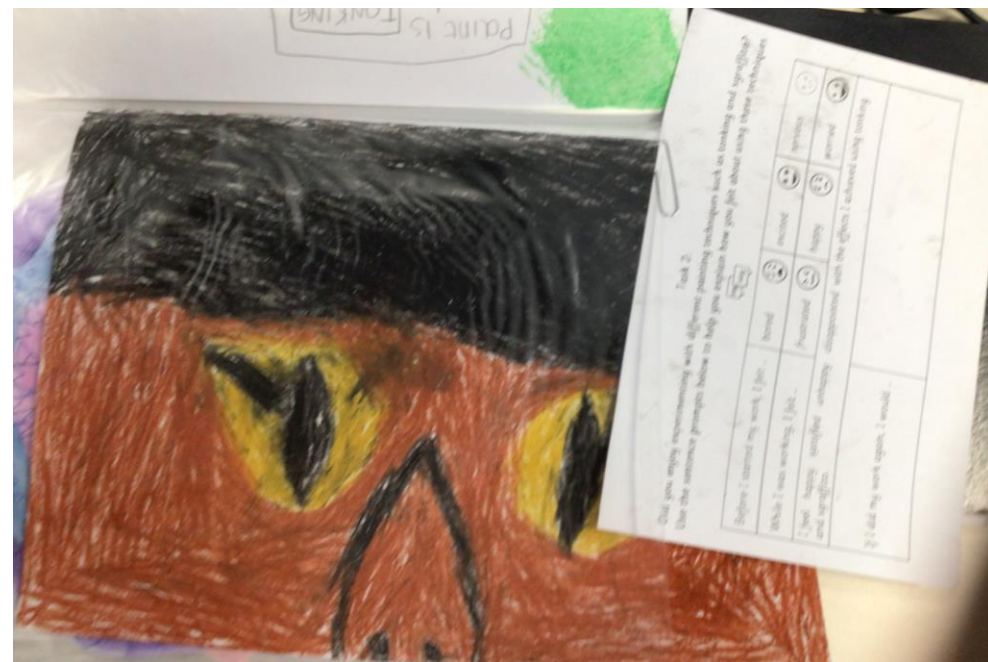
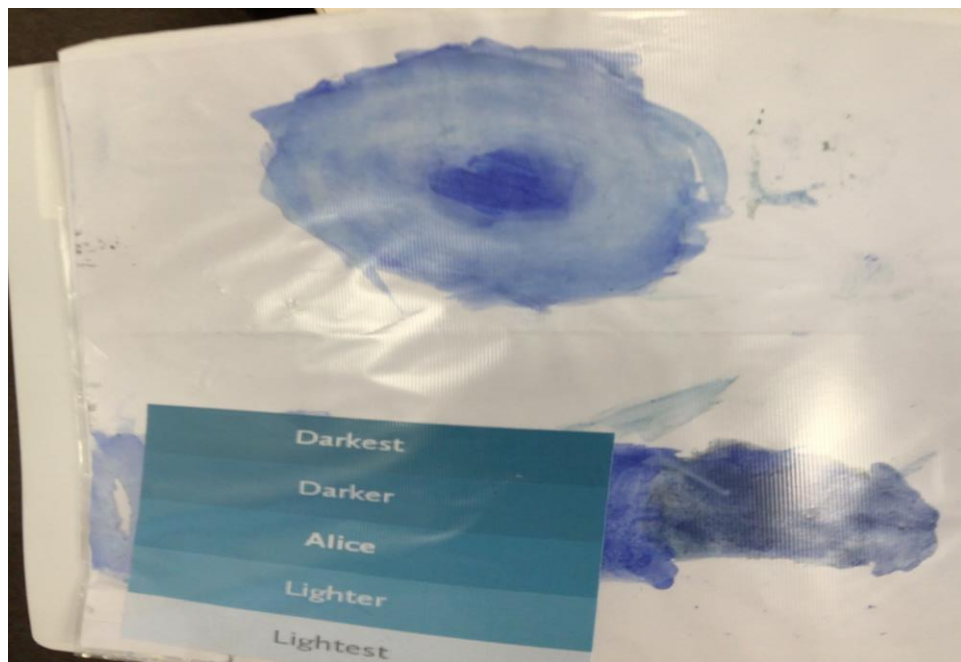
Task 2:
Did you enjoy experimenting with different painting techniques such as tonking and sgraffito? Use the sentence prompts below to help you explain how you felt about using these techniques

Before I started my work, I felt ...	bored	<input type="checkbox"/>	excited	<input checked="" type="checkbox"/>	nervous	<input type="checkbox"/>
While I was working, I felt ...	frustrated	<input type="checkbox"/>	happy	<input checked="" type="checkbox"/>	worried	<input type="checkbox"/>
I feel happy satisfied unhappy disappointed with the effects I achieved using tonking and sgraffito.	try to singh and use a disrent					
If I did my work again, I would ...						



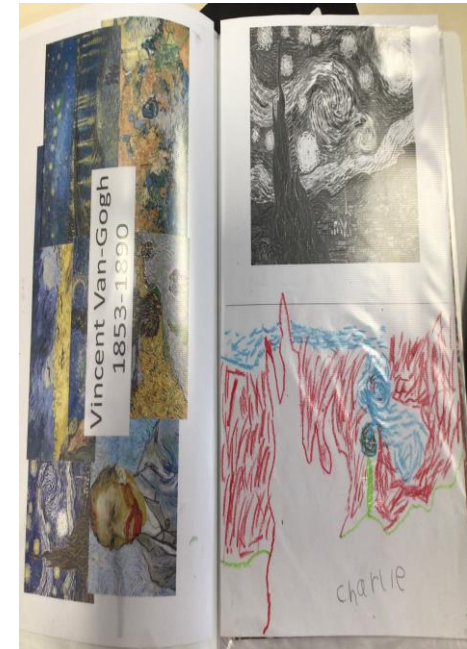
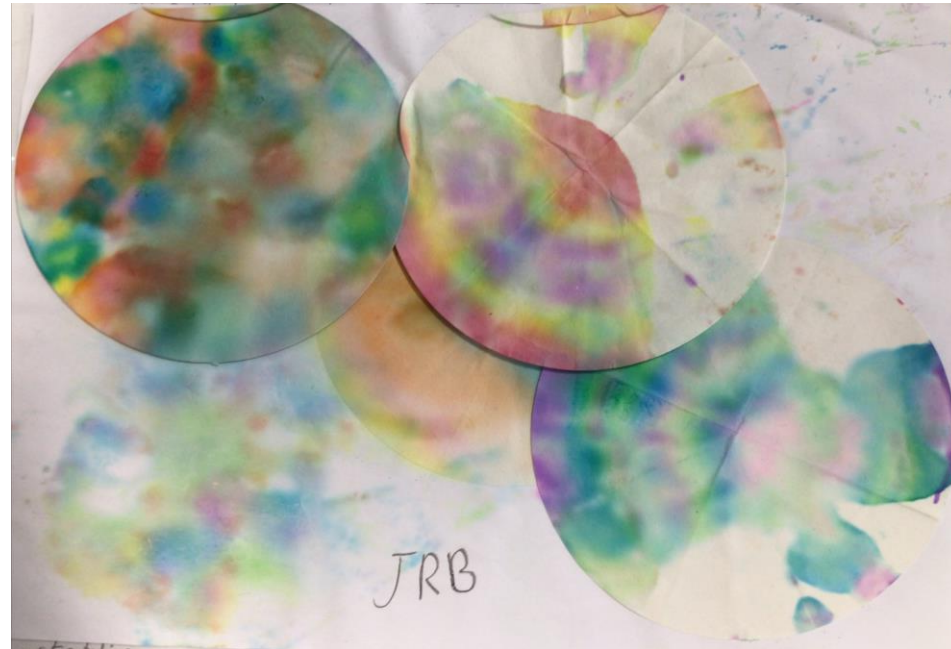
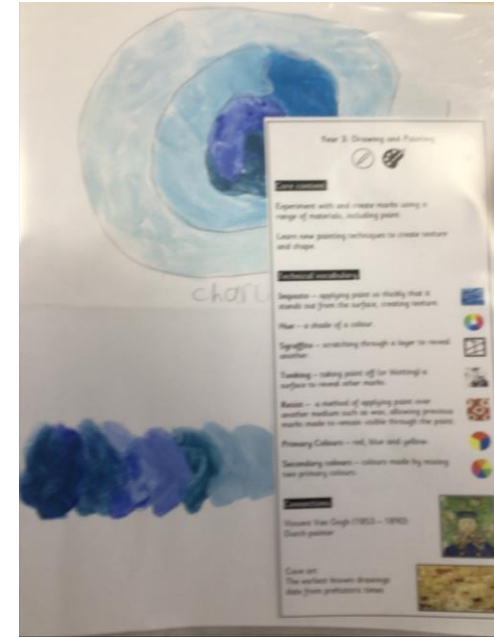
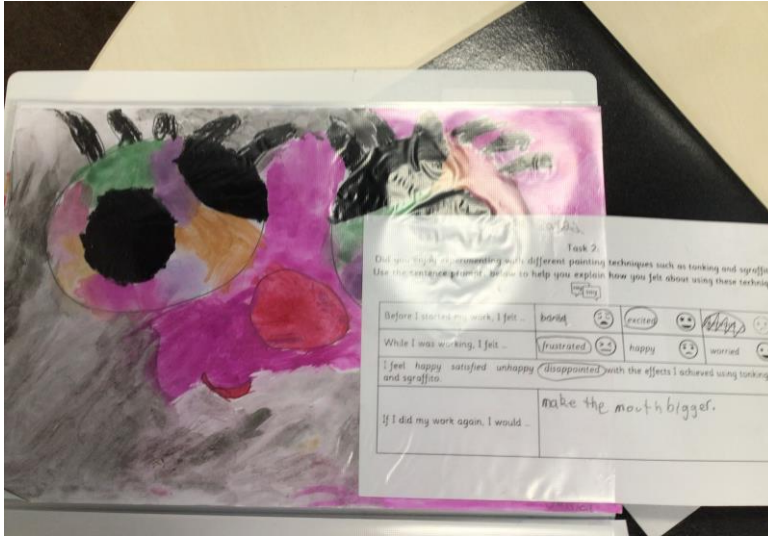
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Year 3 and 4: Unit B - Painting



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Year 3 and 4 Unit B - Painting:



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Year 3 and 4: Unit C - Printing:



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Year 3 and 4: Unit C - Printing:

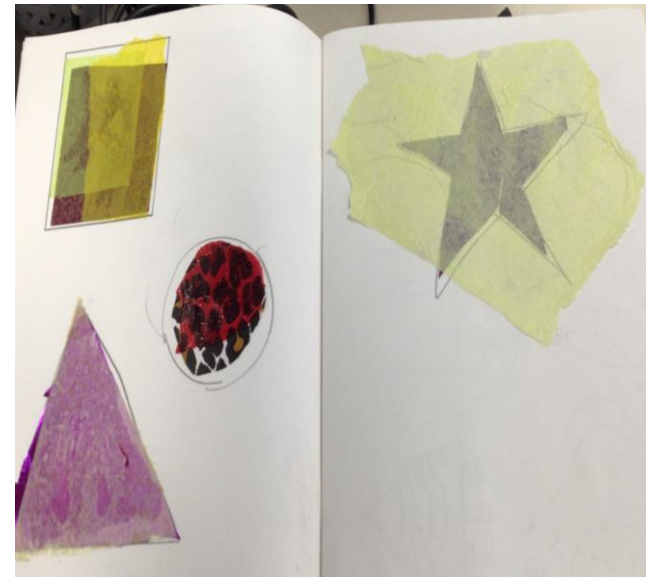
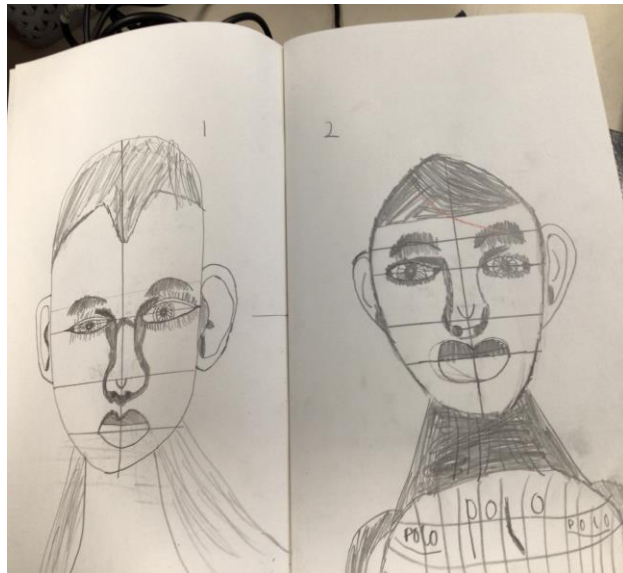
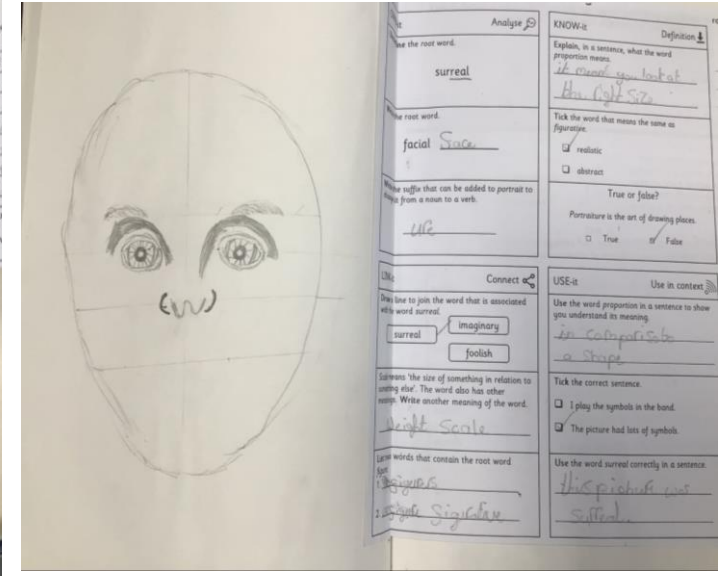
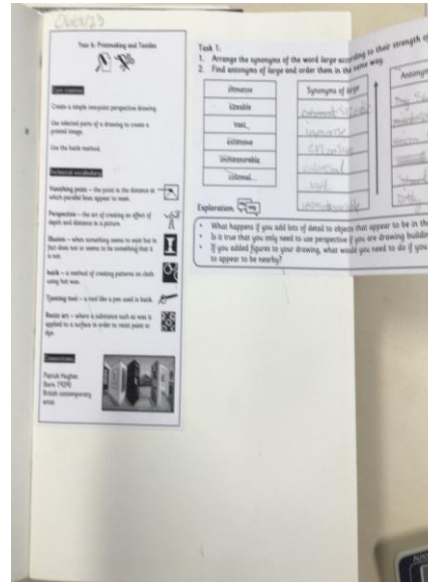
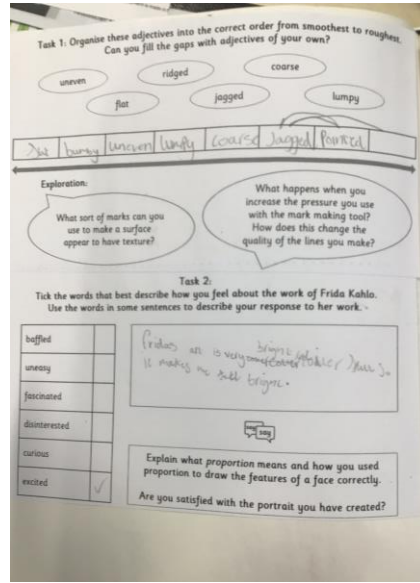
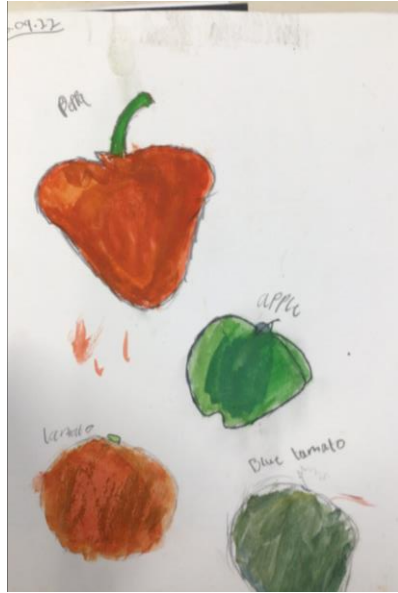


Year 5 and 6: Unit A - Drawing



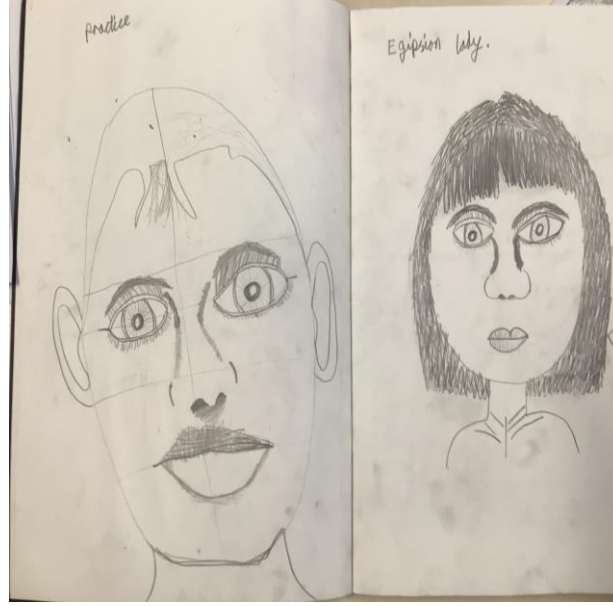
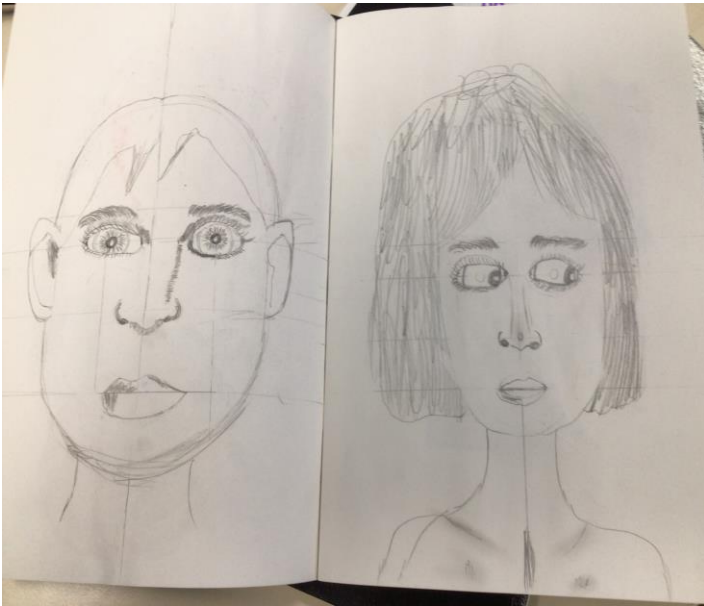
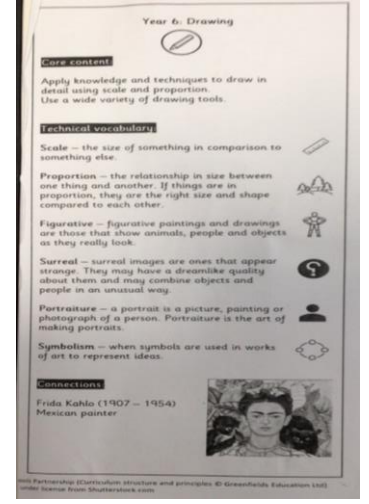
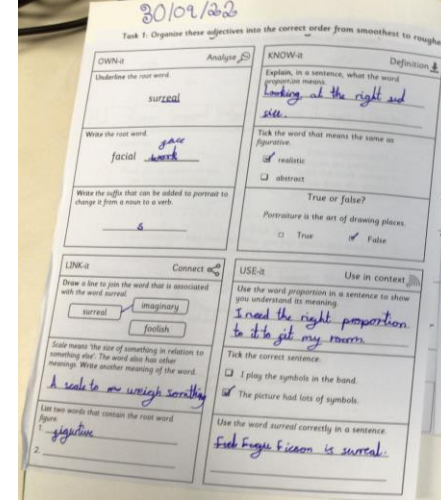
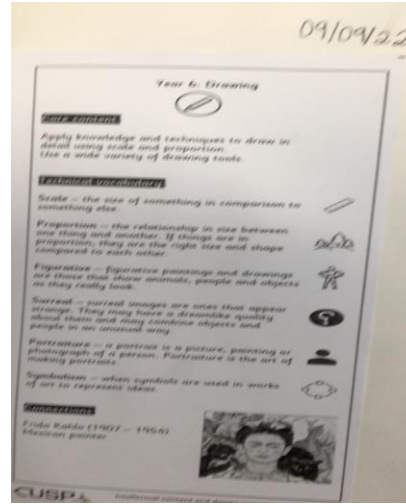
Year 5 and 6: Unit A - Drawing

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Year 5 and 6: Unit A - Drawing

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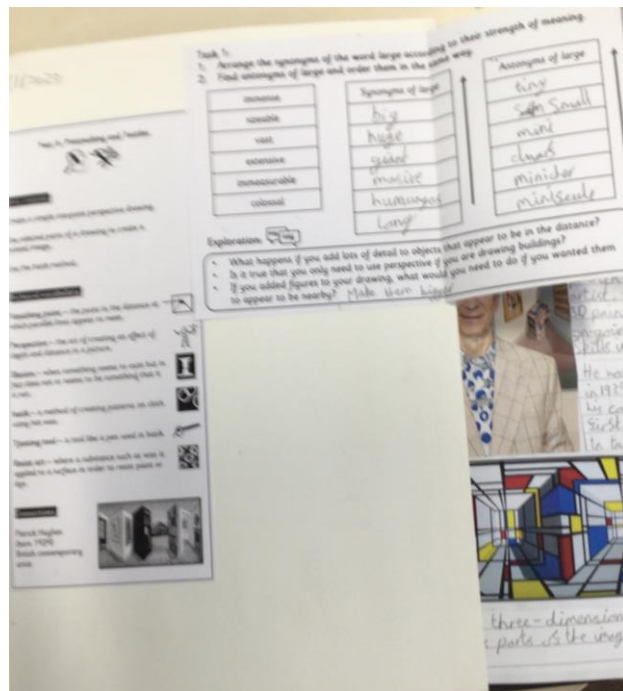
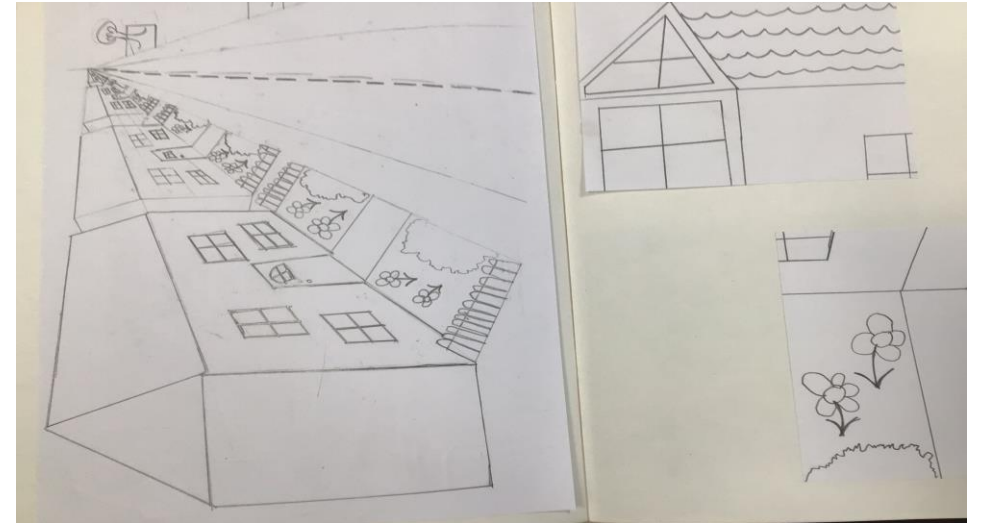
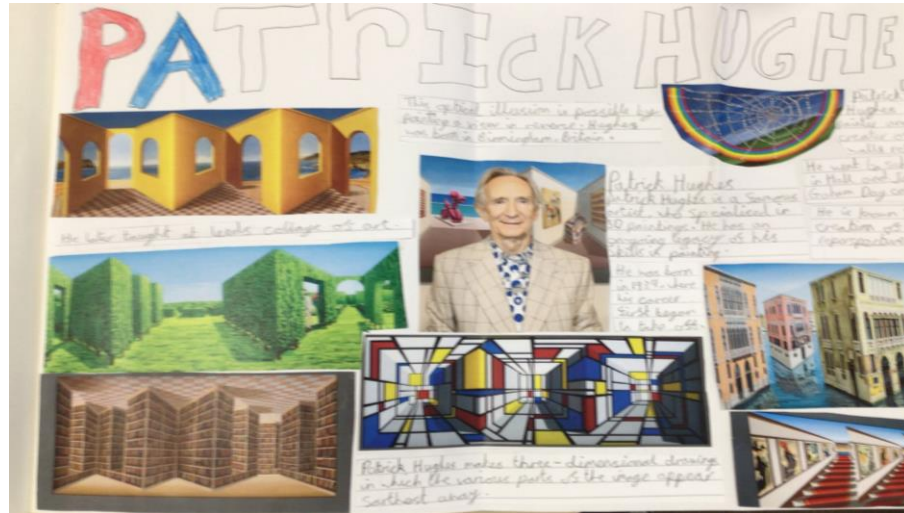


Year 5 and 6: Unit B - Painting



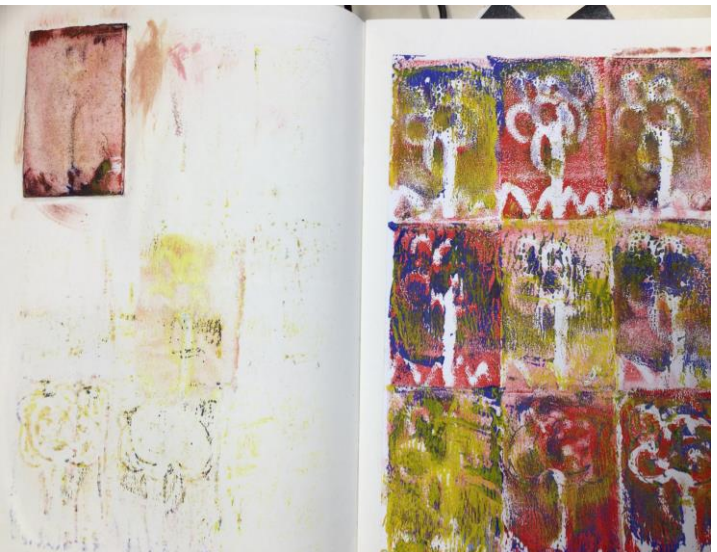
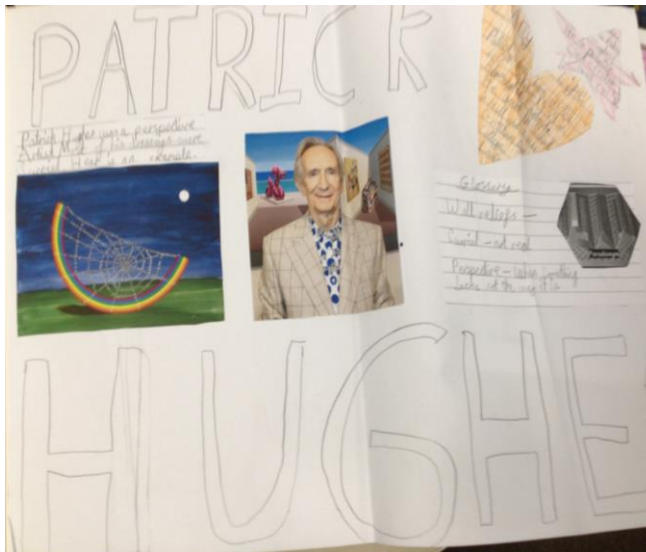
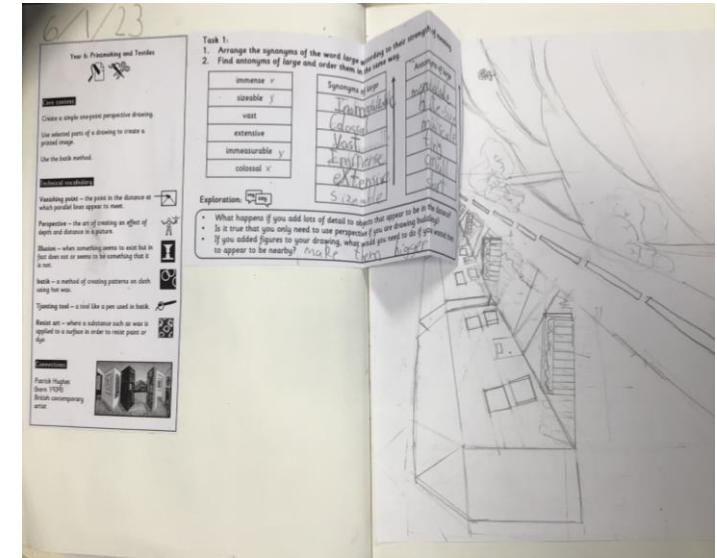
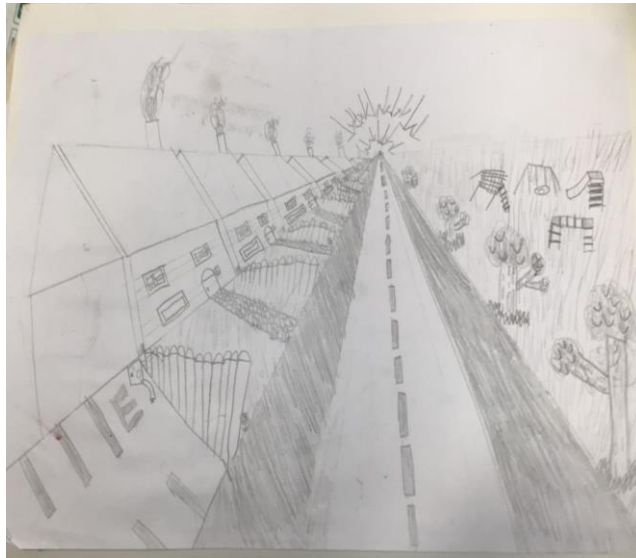
Year 5 and 6: Unit C – Printing and Textiles

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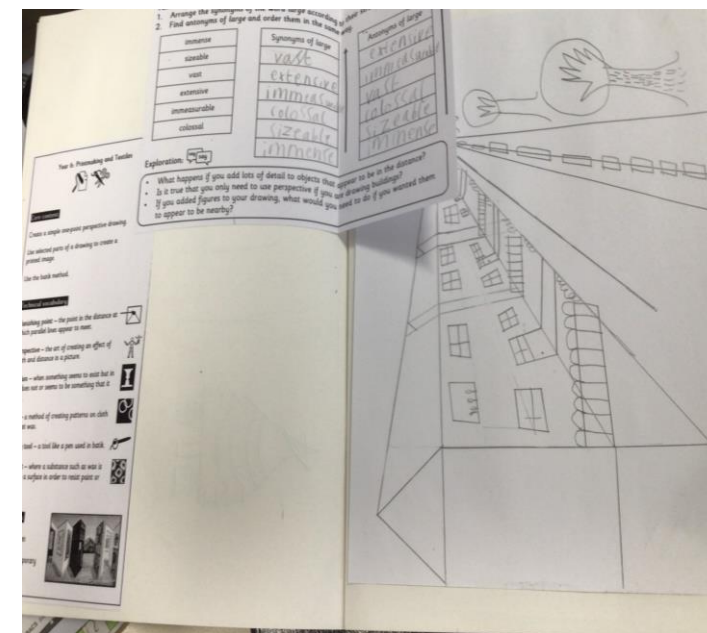
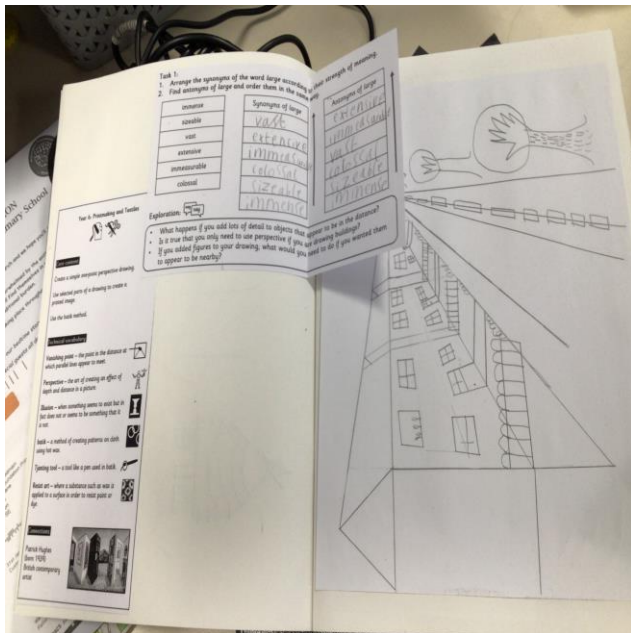
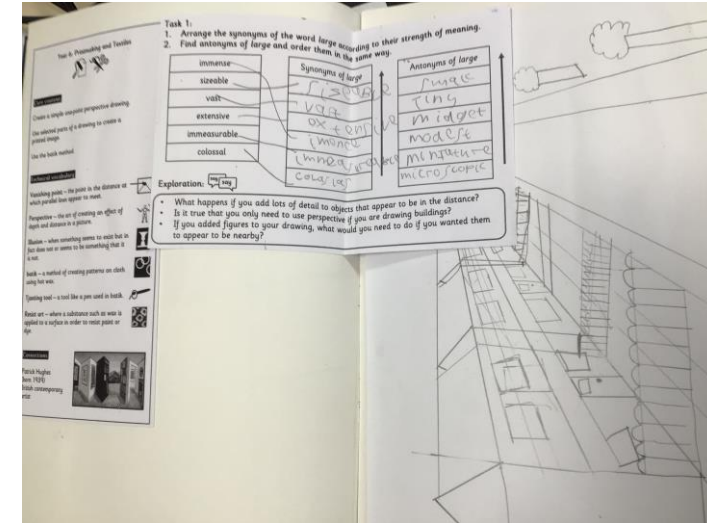
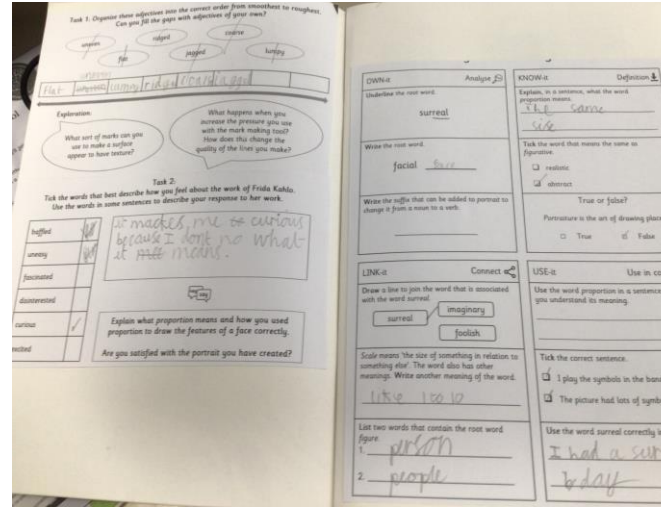
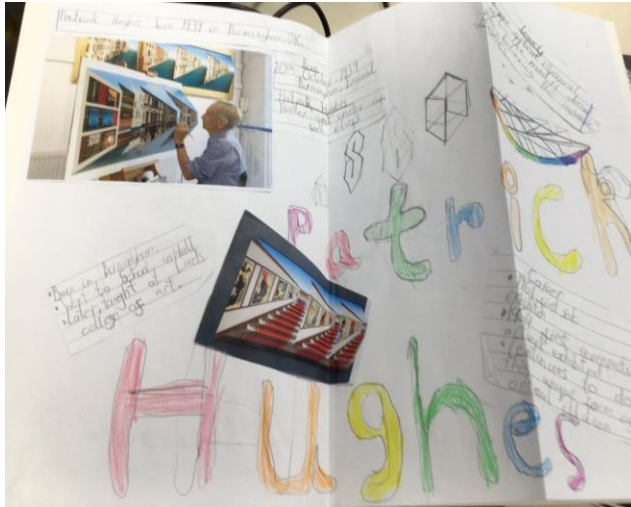
Year 5 and 6: Unit C – Printing and Textiles

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Year 5 and 6: Unit C – Printing and Textiles



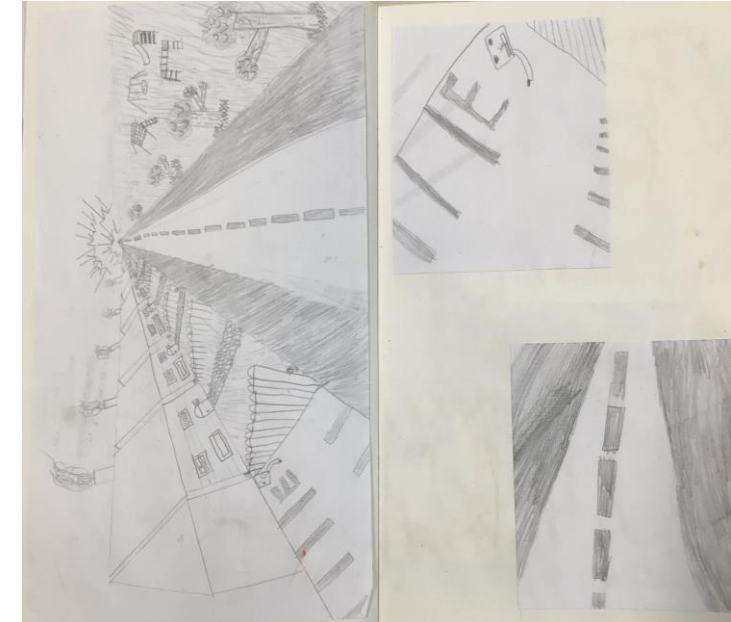
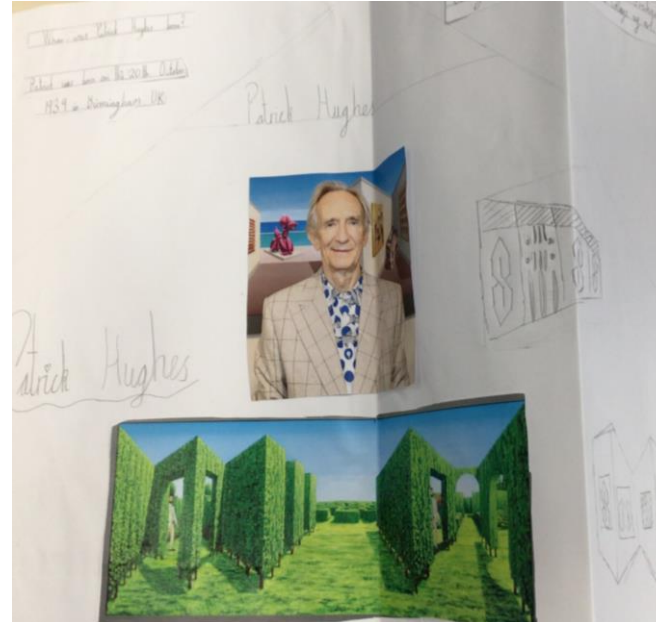
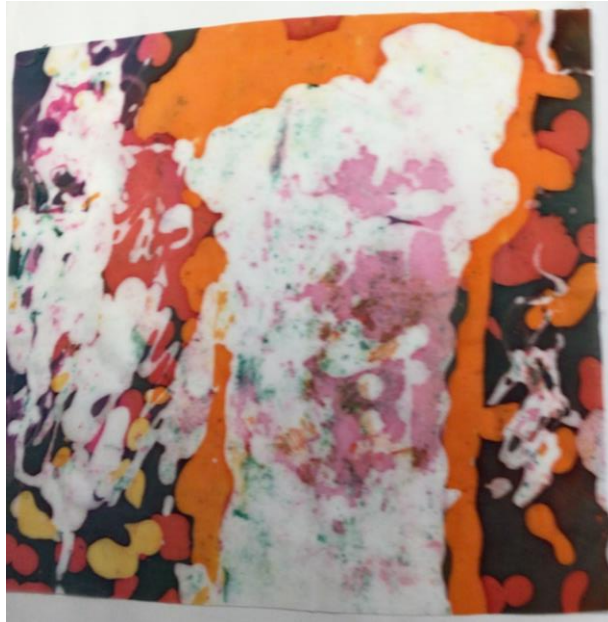
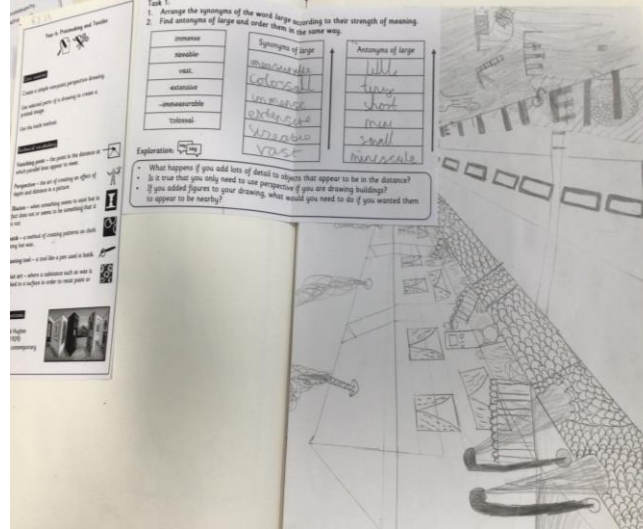
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Year 5 and 6: Unit C – Printing and Textiles



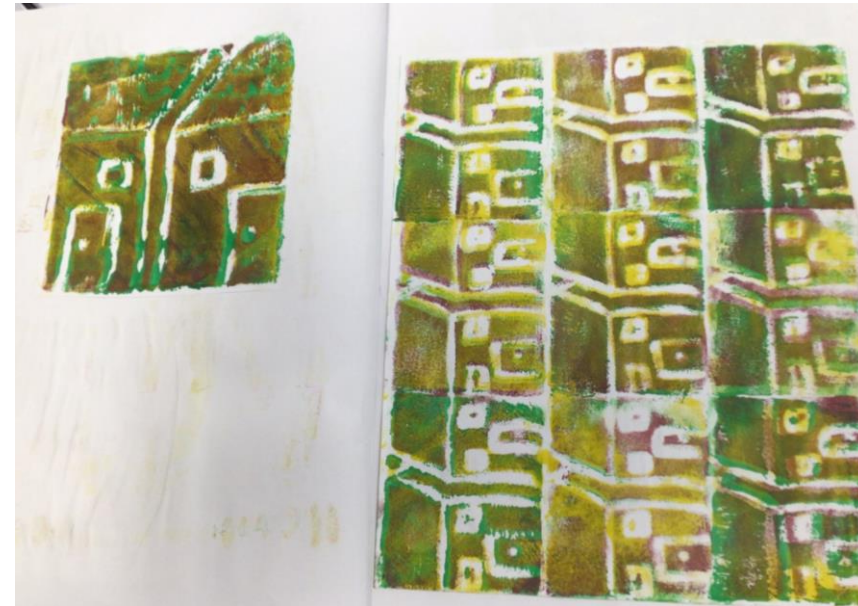
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Year 5 and 6: Unit C – Printing and Textiles



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Year 5 and 6: Unit C – Printing and Textiles



Impact

Year 5 and 6: unit C – Printing and Textiles





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.

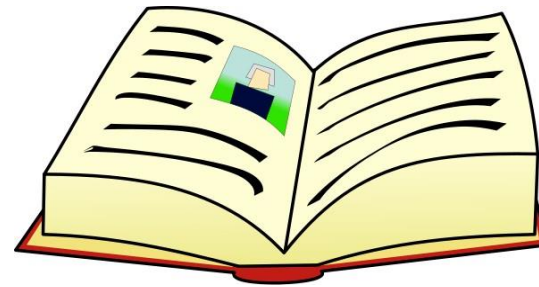
During each individual lesson, teachers will use the school's marking policy in order that they can assess students' progress against the lesson's objectives and record this on a spreadsheet using the agreed colour codes. By the end of the lesson, staff are expected to know whether students have achieved 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

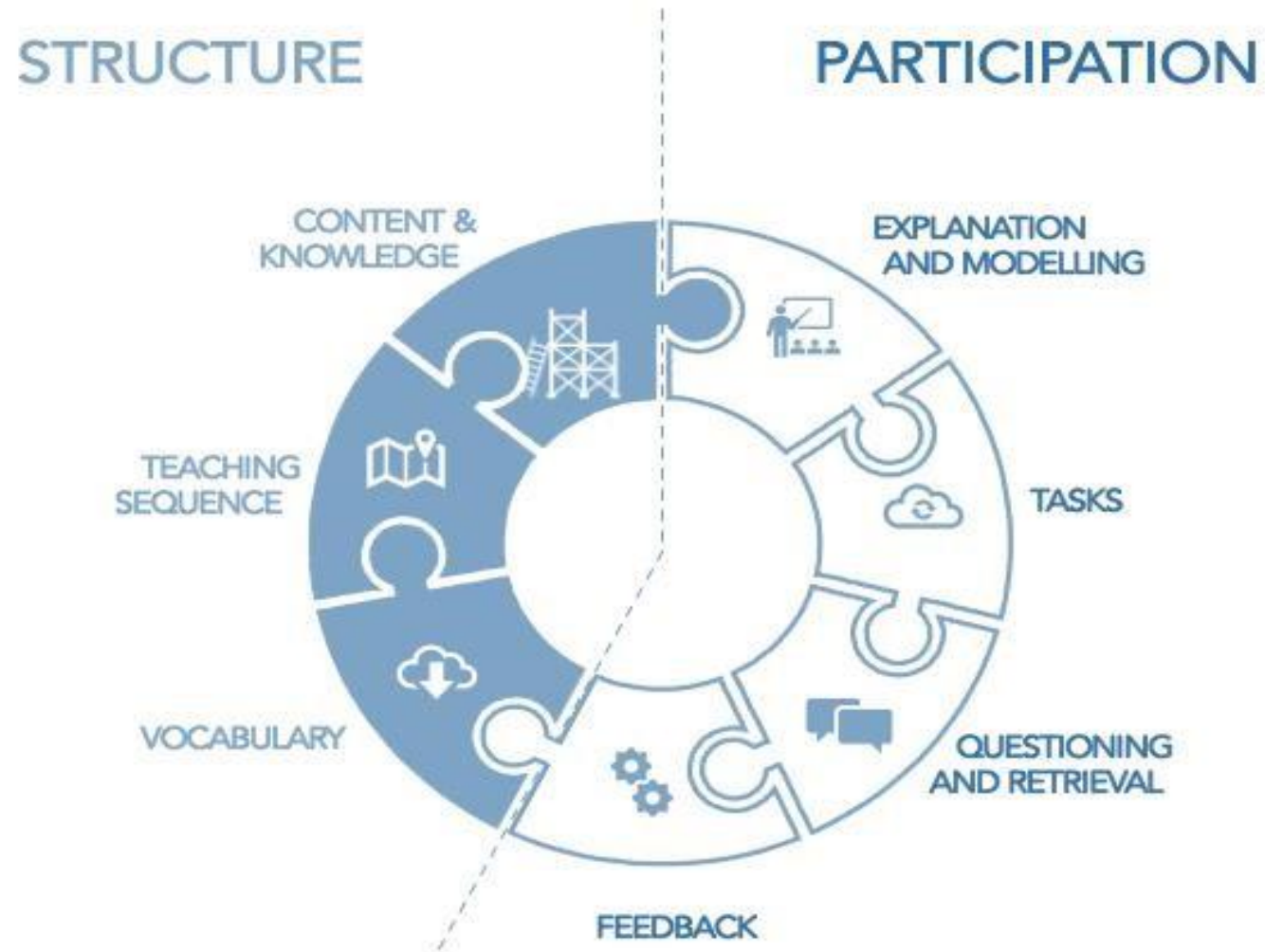


How do you measure the impact of Art and Design at your school?

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



Pupil Book Study:



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 questionnaires*