



Art and Design at Falconhurst School



As children progress through Falconhurst Primary School they develop a broad range of key skills in art and design and a deep understanding and appreciation of the visual arts. By the time children in Year 6 leave us, we want them to have the following experiences and understanding:

- Have confidence in their ability to create high quality work comes from our curriculum which focuses on the mastery of key skills.
- Secure an ability to be creative and explore their ideas in a range of ways.
- Children are articulate when discussing and evaluating art, able to ask thought-provoking questions about the artist's intent and having an appreciation that art is subjective and opinions are legitimate yet varied.
- High-quality art, both at the creative stage in sketchbooks demonstrates how our children are given the chance to develop their knowledge of what different materials and techniques can offer the creative individual.

We measure the impact of art using the National Curriculum and the Key Milestones that are measured throughout and across the teaching of each unit of work from EYFS to Year 6

Skills, knowledge and understanding assessed as not being secured yet is monitored and woven into future plans to ensure learning is secured into long term memory. Impact is measured in class observations and ongoing formative assessments (recorded work, revisiting sticky knowledge, low-stakes quizzing and flashbacks), self and peer assessments, pupil interviews, phase team and staff meetings and summative assessments

Intent for our Artists

At Falconhurst, in art, craft and design, we want our children to be creative and engaged with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should be critical thinkers and develop a deeper understanding of the subject as well as art forms that have shaped our history and culture. We believe in the power of Art and Design and are committed to offering all our pupils a high-quality Art and Design education which inspires pupils to develop creativity and self-expression.

Our curriculum is designed to equip pupils with a range of artistic skills and contextual knowledge which will enable them to create their own original works of art inspired by successful artists and well-known works of art. Artistic skills sit at the heart of our curriculum, where core component knowledge in the mediums of drawing, painting, printing, mixed media and 3D form are sequentially built upon within a spiral curriculum. When they leave us, our pupils will have formed a strong foundation of Art and Design skills through mastery of a range of tools and skills which will be built on as they continue their journey as young artists.

We will deliver a knowledge-rich curriculum that:

- Systematically develops drawing, painting, printing, mixed media and 3D form, as per the progression map below.
- Focusses sequences of learning on discrete component skills and applies these to a meaningful composite outcome.
- Ensures children master the use and application of a range of tools and equipment.
- Gives children the opportunity to explore, develop and communicate their personal responses to experiences.
- Provides children with knowledge and understanding of historic, modern, and contemporary artists.
- Equips children with an appreciation of art.

This process of knowledge acquisition and art exploration begins in EYFS with a focus on . Exploring how to express themselves with art and through the work of artists from around the world is the ideal foundation for later composite learning in key stage one and two.

Characteristics of an Artist

- | | |
|--|---|
| <ul style="list-style-type: none"> • The ability to use visual language skillfully and convincingly (for example line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey | <ul style="list-style-type: none"> • The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings |
|--|---|

- insights and accentuate their individuality.
 - The ability to communicate fluently and tactile form
 - The ability to draw confidently and adventurously from observation, memory and imagination
 - The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media
 - An impressive knowledge and understanding of other artists, craftmakers and designers
- Independence, initiative and originality which they can use to develop their creativity
 - The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected
 - The ability to reflect on, analyse and critically evaluate their own work and that of others
 - A passion for and commitment to the subject.

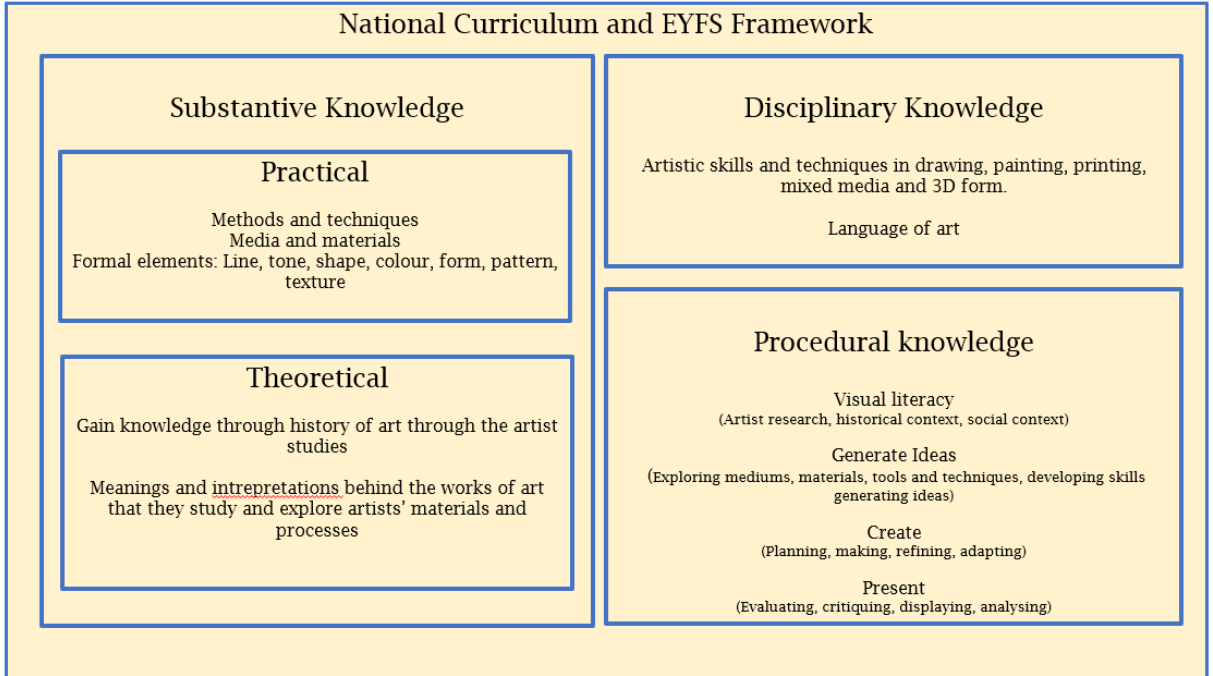
Implementation of Art and Design

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

- Develop ideas
- Master techniques
- Take inspiration from the greats

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of disciplinary and substantive knowledge and skills typically expected from Years 1 to 6 is mapped below



Essential National Curriculum Opportunities Key Stage 1

- Use experiences and ideas as the inspiration for artwork
- Share ideas using drawing, painting and sculpture
- Explore a variety of techniques
- Learn about the work of a range of artists, artisans and designers

Essential National Curriculum Opportunities Key Stage 2

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork
- Develop and share ideas in a sketchbook and in finished products
- Improve mastery of techniques
- Learn about the great artists, architects and designers in history

Essential Early Years Opportunities					
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the process they have used Make use of props and materials when role playing characters in narratives and stories.					
Essential Learning Objectives	EYFS	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6	
To develop ideas	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing, resources and skills	Develop ideas from given starting points. Explore ideas and collect visual information Explore different methods and materials as ideas develop.	Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Comment on artworks using visual language	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language	
To master techniques	Painting	Use a rang of small tool, including scissors, paintbrushes and cutlery Explore what happens when colours are mixed Choose particular colours for a purpose	Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour	Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities (e.g. thickness, colour intensity) of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists
	Collage	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function. Experiment to create different textures	Use a combination of materials that are cut, torn and glued. Mix materials to create texture.	Select and arrange materials for effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage	Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities Use ceramic mosaic materials and techniques
	Sculpture	Manipulate materials to achieve a planned effect.	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Use clay and other mouldable materials Add materials to provide interesting detail	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and pattern Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form
	Drawing	Hold a pencil effectively in preparation for fluent writing- using the tripod grip. Begin to show accuracy and care when drawing	Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	Use a range of sketching pencils to show tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Use lines to represent movement
	Print		Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers).	Use layers of two or more colours Replicate patterns observed in natural or built environments	Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the

			Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	Make printing blocks (e.g. from coiled string glued to a block) Make precise repeating patterns	work
	Textiles		Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting.	Shape and stitch materials Use basic cross stitch and back stitch Create weavings Quilt, pad and gather fabric	Show precision in techniques Choose from a range of stitching techniques Combine previously learned techniques to create pieces
	Digital media		Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created	Enhance digital media by editing (including sound, video, animation, still images and installations)
To take inspiration from the greats			Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others	Give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles

Cycle One	Nursery Reception	Year 1/2	Year 3/4	Year 5/6
Term 1	<p>Drawing</p> <p>Mark making- Marvellous marks</p> <p><i>Exploring making marks with different materials and details</i></p> <p><i>Observational drawing of faces</i></p>	<p>Paint: and mixed media</p> <p>In the jungle- Kapow colour splash</p> <p><i>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</i></p>	<p>Paint: and mixed media</p> <p>Impressionism and Painting and mixed-media</p> <p><i>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</i></p>	<p>Drawing</p> <p>The Power of Love. Kapow- make my voice heard</p> <p><i>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</i></p>
Term 2	<p>Paint:</p> <p>Paint my World</p> <p><i>Exploring painting, Paint to music and creating landscapes/seascapes</i></p>	<p>Craft and design</p> <p>The beauty of flowers/ Kapow- Woven wonders</p> <p><i>Express opinions about art, use creative techniques like wool wrapping and weaving, and understand the work of artists like Cecilia Vicuña. It emphasises skills such as measuring, choosing materials, and resilience in artistic creation, catering to children's creative and cognitive development.</i></p>	<p>Sculpture and 3D</p> <p>Sculpture and 3D space and shape</p> <p><i>Abstract Shape and Space</i></p> <p><i>Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free standing structures inspired by the work of Anthony Caro and Ruth Asawa.</i></p>	<p>Paint: and mixed media</p> <p>Artist study- Capturing Conflict</p> <p><i>Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.</i></p>
Term 3	<p>Sculpture and 3D</p> <p><i>Exploring clay and making dinosaurs.</i></p>	<p>Sculpture and 3D</p> <p>IN the Dark of Night CQ/ Kapow- sculpture and 3D- clay houses</p> <p><i>Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</i></p>	<p>Craft and design</p> <p>Craft and Design- fabric and nature</p> <p><i>Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of rainforest animal and insect life.</i></p>	<p>Craft and design</p> <p>Amazed by Architecture</p> <p><i>Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.</i></p>

Cycle Two	EYFS	Year 1/2	Year 3/4	Year 5/6
Term 1		<p>Drawing: Formal elements of art</p> <p><i>Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.</i></p>	<p>Drawing Growing artists</p> <p><i>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</i></p>	<p>Drawing Make my voice heard</p> <p><i>On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.</i></p>
Term 2		<p>Paint: and mixed media At the Seaside</p> <p><i>Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.</i></p>	<p>Paint: and mixed media Animals and prehistoric painting</p> <p><i>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</i></p>	<p>Painting & Mixed Media Portraits</p> <p><i>Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media</i></p>
Term 3		<p>Craft and design Map it out: Love for Landscapes</p> <p><i>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief</i></p>	<p>Sculpture and 3D Sculpture and 3D: Mega materials- link to dream</p> <p><i>Mega Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and <u>Sokari Douglas-Camp</u> and creating their own sculptures.</i></p>	<p>Craft and design Art and fashion Monet, Mondrian Textiles</p> <p><i>Developing skills in textile techniques, pupils explore the beauty of the fashion world to create stunning visual art inspired by the striking colours, pattern and textures of Mondrian and fashion theory</i></p>