



Art and Design Curriculum

Charlton Primary School

Contents

3. Statement of Intent
4. Artsmark Award
5. Spiritual, Moral, Social and Cultural Statements from Ofsted
6. Spiritual, Moral, Social and Cultural links in our Art and Design curriculum
7. Windows, Mirrors, Doors
8. Pedagogical Approach—Cognitive Load Theory
9. Types of Knowledge
- 10-12 Art and Design Action Plan and Whole School Enrichment Opportunities
13. Development matters and National curriculum
14. Whole school curriculum overview (Art&DT)
15. Early Years Curriculum outcomes
- 16-21- KS1 and KS2 Curriculum outcomes
- 22-23 EYFS-End of KS2 Key Skills and Types of Knowledge progression
24. Inclusion in Art and Design
25. Inclusion in Art and Design (SEND code of practise)
26. Example of a Knowledge Organiser
27. Assessment for Art and Design

Art and Design Statement of Intent

Charlton's Art and Design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. We believe it is important to nurture creativity, experimentation and exploration of their own ideas.

At Charlton, we follow the Kapow Art and Design scheme of work to ensure our pupils will have opportunities to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as find out about a diverse selection of art practitioners throughout history. Throughout this, we help our pupils to develop the confidence to take risks, express themselves creatively and explore their interests and ideas, as well as be reflective learners who evaluate their work and the work of others.

Our curriculum offer from the Kapow Art and Design scheme sets high expectations and ensures we provide a progressive curriculum which supports the teaching and learning of the five key strands in our art and design curriculum:

- ♦ Generating ideas
- ♦ Using sketchbooks
- ♦ Making skills, including formal elements (line, shape, tone, texture, pattern and colour)
- ♦ Knowledge of artists
- ♦ Evaluating and analysing

Through our implementation of the Kapow scheme of work, we ensure the different types of knowledge build in our progression of skills. These three domains of knowledge: **practical, theoretical and disciplinary**, and the interplay between them, enable pupils to develop their own artistic identity. Kapow's Art and Design scheme has been designed as a spiral curriculum, which means the key aims and principles of the curriculum are revisited each year. The key principles we will be following with the Kapow scheme are:

- ♦ Cyclical: Pupils return to the key strands again and again during their time in primary school.
- ♦ Increasing depth: Each time the key strand is revisited, it is covered with greater complexity.
- ♦ Prior knowledge: Upon returning to each key strand, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on their previous learning. These units are organised into four core areas; **drawing, painting and mixed media, sculpture and 3D and craft and design.**

Our curriculum supports pupils to meet the requirements of the Foundation Stage Profile and the National Curriculum end of key stage attainment targets. Our children explore and express their creative ideas through a variety of mediums, using sketchbooks to develop and generate ideas before completing a final piece and a self-reflection. Within our school, art and design is a valued method of expressing themselves and developing connections to our community and meaningful, cultural experiences, as evidenced in our recent Artsmark award.

Neil Gaiman: "The one thing you have that nobody else has is you."

Your voice, your mind, your story, your vision. So write and draw and build and play and dance and live only as you can."



Artsmark Silver Award

Awarded by Arts
Council England

Charlton Church of England Primary School receives prestigious Artsmark Silver Award

Pupils and staff at Charlton Primary School are celebrating after receiving a prestigious Artsmark Award in a momentous year for the programme as it celebrates 20 years of arts, culture and creativity in schools.

The Artsmark Award is the only creative quality standard for schools, accredited by Arts Council England. It supports schools to develop and celebrate arts and cultural education, putting creativity and wellbeing at the heart of the curriculum. Artsmark ensures every young person can be creative and access a diverse, high-quality cultural education.

In order to achieve their Artsmark Award, Charlton Primary School had to develop their arts and culture provision to embed a broad and ambitious curriculum. This was achieved by creating an overall plan that was committed to and delivered across the whole school.

The Artsmark assessor commended Charlton Primary School on 'You are positively increasing the emphasis on arts and culture and engaging with the Arts is having tangible results on pupils and staff. The Arts feature in the School Improvement Plan and are supported by SLT and a cross-curricular approach through Rising Stars. All pupils access a consistent and relevant range of experiences in school and on visits out which leads to showcasing within school and the local community. Your Fort Project sounds great for art skills development, as does working with Twisted Vista for dance. It's also good to see that the pandemic didn't stop your arts engagement which continued through online means.'

Dr Darren Henley CBE, Chief Executive of the Arts Council, said:

"I would like to congratulate Charlton Primary School on their Artsmark Award. Becoming an Artsmark school demonstrates that through offering a broad, ambitious, and creative curriculum, every pupil can develop character and resilience, increasing their knowledge, curiosity and skills that will remain with them through to adult life."

We're extremely proud of achieving our Artsmark Silver Award. We are committed to delivering a high-quality arts and cultural education and we look forward to continue to grow with Artsmark.

Spiritual, Moral, Social and Cultural statements from the Ofsted Inspection Handbook (2019)

Spiritual development

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- Knowledge of, and respect for, different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Moral development

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Social development

- Use of a range of social skills in different contexts, for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Spiritual, Moral, Social and Cultural links in our Art and Design curriculum

Our Art and design curriculum contributes to the Spiritual development of pupils by:

- ◆ Encouraging reflection on beliefs, experiences, and perspectives through engaging themes and ideas, promoting enjoyment and self-discovery in learning.
- ◆ Introducing diverse art forms, styles, and designs from various cultural and personal viewpoints, fostering respect for different faiths, emotions, and values.
- ◆ Stimulating imagination and creativity, enabling original and inventive expressions of their understanding of the world.
- ◆ Nurturing curiosity about artistic materials, techniques, and perspectives, fostering wonder and appreciation for the world's diversity and complexity.
- ◆ Providing opportunities for discussing and interpreting artwork, cultivating empathy, understanding, personal insight, and self-awareness.

Our Art and design curriculum contributes to the Moral development of pupils by:

- ◆ Promoting respect for original work and intellectual property rights in art.
- ◆ Facilitating discussions on ethical issues in art, including cultural representation and understanding diverse perspectives.
- ◆ Using art to explore fairness, justice, and moral dilemmas, fostering students' critical thinking and personal viewpoints.
- ◆ Encouraging responsibility for creative materials and shared resources, emphasizing consequences and care.
- ◆ Creating opportunities for fair group work, cultivating an ethical environment of accountability.

Our Art and design curriculum contributes to the Social development of pupils by:

- ◆ Encouraging diverse social skills through collaborative group projects, embracing ideas from various backgrounds.
- ◆ Fostering a classroom community through shared appreciation of art, promoting participation and cooperation. Using art to explore conflicts, teaching respectful expression and active listening.
- ◆ Introducing diverse art and design, promoting respect and tolerance for different beliefs.
- ◆ Inspiring positive contributions to the classroom and community through creative skills.
- ◆

Our Art and design curriculum contributes to the Cultural development of pupils by:

- ◆ Introducing diverse art and design forms, fostering cultural understanding and appreciation.
- ◆ Promoting artwork reflecting pupils' cultural backgrounds, creating an inclusive and respectful learning environment.
- ◆ Studying globally renowned artists from diverse backgrounds, highlighting shared human creativity.
- ◆ Exploring cultural significance, fostering respect for faiths, diversity, and the influences of British history.
- ◆ Connecting art to key events, enhancing understanding of cultural diversity.

Windows, Mirrors, Doors



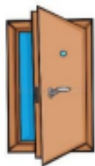
Mirrors

Pupils are able to reflect on their own beliefs faiths, experiences, feelings and values. They enjoy learning about their own journey and understand their own identity. Pupils are able to reflect on their own experiences and they can think and reflect in awe about the wide range of creative arts and their own artistic journey. They will think deeply about their own morals, ideas and feelings towards art and meanings behind artworks they study. Pupils will learn about art history, art movements and artists that shaped the future of art and consider the positives and negatives of this. They will learn and reflect on how they express themselves creatively using a wide range of mediums and styles.



Windows

Pupils will have opportunities to look at and appreciate cultural influences outside of their environment. They will have opportunities to work with each other collaboratively as well as opportunities to work alone. Pupils will explore and make links to how art can change lives and become more aware of the impact art can have on themselves and on the wider community. They will treat each others creative ideas, thoughts and opinions with respect and raise awareness of each child is an artist regardless of ability, and consider the impact negative, unkind behaviour can have on our artistic development. Pupils should be offered opportunities to discuss ethical and moral issues surrounding art and how we can respond in a respectful, yet meaningful way.



Doors

Pupils will participate in cultural opportunities by being sympathetic within the community and be supported to understand, accept, respect and celebrate diversity. They will be encouraged to reflect on developments in art through the ages and how this may have affected the wider world, different cultures and ourselves. Pupils will be able to engage with cultural opportunities that may otherwise be unavailable to them from the confines of the classroom, which will develop their understanding of their wider community and celebrate diversity.



Cognitive Load Theory

Adapted from: Cognitive Load Theory: Research that teachers really need to understand

We believe Cognitive Load Theory aim is to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

This is based on two principles:

1. There is a limit to how much **new** information the brain can hold. (**Working memory**—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no know limit to how much **stored** information that can be processed at one time. (**Long term memory**—stores information as schemas.)

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

Types of Knowledge

Adapted from Ofsted: Research and Review Series: Art and Design 2023

‘When children learn subject knowledge, they build capacity to appreciate and create art.’

Knowledge in art, or types of expertise, needs to be built up over time. Expertise is both **productive** (becoming proficient in aspects of art or producing art) and **receptive** (pupils learning about aspects of art).

Practical Knowledge*—Developing technical proficiency— both receptive and productive— how to create art, craft and design; learning methods and techniques that artists, craft makers and designers use. Allows children to make choices based on their knowledge of materials and media, using technical language. It is the ability to create what has been planned. These skills, techniques and practices are learned in the art curriculum and underpinned by specialist and subject-specific knowledge. Develops ‘tacit knowledge’ gained through the senses i.e. knowing whether to choose a brush or a pen for the quality of line it produces.

Theoretical Knowledge*— **cultural and contextual content to learn about artists and artwork** — both receptive and productive— Relates to specific forms or works of art. How to use tools, materials and history of art, craft and design. Links art’s past, present and future. It is NOT just naming artists, dates and facts. It is learning about meaning and interpretations, materials and processes and journeys and connections through time. It puts practical knowledge into context. Needs to be based in a diverse curriculum. It helps children understand that art is the product of human culture, and it is affected by human culture. (This can contribute to spirituality.) Also helps children develop their practical art-making.

In the curriculum—it enables pupils to understand the journey of art throughout history and culture.

Disciplinary Knowledge—**how art is studied, discussed and judged**— Not bound to a specific ‘way of making’, focuses on the norms, products and purposes of art—the concept of art itself; how art is judged, valued and evaluated. How aesthetic judgements are formed and claimed; how art is studied; how to participate in the discourses of artists, scholars and critics. Engaging with the Big Idea of art—it changes with time as new practices and ideas are introduced.

In the curriculum—questions that artists, critics and scholars ask about art.

****Practical and theoretical knowledge are both placed under ‘Substantive Knowledge’ in the plans.***

Art and Design Action Plan



ACTION PLAN 2023-24

SUBJECT: Art and Design

SUBJECT LEADER: Lynsey Mitten

KEY PRIORITIES

Previous

- To further develop the wider curriculum to promote learning engagement from all pupils
- To monitor the teaching of skill progression across the school through drop ins, team teaching and sketch book development
- To be awarded Artsmark accreditation
- To implement Kapow Primary Art and Design scheme of work
- To offer CPD and team teach lessons to staff to ensure a high standard in teaching and learning
- To run arts and culture clubs or wider opportunities

2023-24

- To continue building the profile of art and design in our wider curriculum
- To monitor the teaching of skill progression across the school through drop ins, team teaching and sketchbook development
- To embed Kapow Primary Art and Design scheme of work
- To offer team teach lessons to staff to ensure a high standard in teaching and learning and sketchbook development

Link to SIP:

To further develop the wider curriculum and to promote learning engagement from all pupils.

Budget for 2023-24

TBC

Budget spend so far on Kapow subscription

School Values	Resilience	Resourceful	Reflective	Reciprocal		
Christian Values	Listening	Encouraging	Forgiving	Thoughtful	Patient	Sharing
Objective <i>What outcome are we trying to achieve?</i>	To fulfill the wider curriculum and continue to build the profile of Art and Design To ensure a high standard of teaching and learning, including sketchbook development		Overall success criteria <i>How will we know if we have reached the objective?</i>		Teachers will be teaching art and design to a high standard and pupil sketchbooks will reflect high quality teaching Sketchbooks will be vocabulary rich and document the journey of a finished block of lessons from initial investigation and exploration of the work of artists, designers and crafts people to evaluation of an individual, high quality end piece.	

Art and Design Action Plan

Specific actions <i>What will be the specific actions taken to achieve the objective?</i>	Success criteria for actions <i>How will we know if the actions have been successful?</i>	Timeframe and owner <i>When will the actions be completed and by whom?</i>	Costs <i>What are the financial/resource implications?</i>	Monitoring <i>How will improvements be monitored?</i>
Ensure that art and design contributed to the wider school life	Evidence is evident in displays, books or Class Dojo. Art opportunities are shared with our parents through Class Dojo. Opportunities for wider school life to include whole school competitions, special art/cross-curricular days, skill progression days, art clubs.	Time to organise whole school contributions to wider school life. Time needed to plan and implement any Aquila competitions, special days.	Budget for equipment and resources. Time allocated to organise events and attend meetings.	Evidence/pupil voice of events. Monitoring of displays, books and portfolios. Class Dojo
Use of wider community links to promote art and raise the profile of art.	Attend meetings with other Aquila schools Charlton to take part on Aquila run arts projects and competitions	Time needed to plan and implement any Aquila competitions, special days.		
Kapow scheme of work is embedded across the school.	Staff meeting time to discuss key development areas when using Kapow. Curriculum discussion with staff on how Art and Design should be taught in our school. Aquila curriculum document completed and shared with staff. L.Mitten to model sketchbook use and implements teaching staff using a sketchbook as good practice.	Term 1 curriculum discussion and Aquila document to be completed. Term 2 Art and Design staff meeting to discuss and model high-quality sketchbooks. Term 1-2 staff questionnaire to offer team teach sessions Term 3 monitoring to focus on sketchbooks and any additional CPD needed.	Cost of materials Time for staff training. Time for monitoring and running additional CPD/Team teach sessions.	Triangulation Leadership file Sketchbooks

Art and Design Action Plan

Specific actions <i>What will be the specific actions taken to achieve the objective?</i>	Success criteria for actions <i>How will we know if the actions have been successful?</i>	TimeFrame and owner <i>When will the actions be completed and by whom?</i>	Costs <i>What are the financial/resource implications?</i>	Monitoring <i>How will improvements be monitored?</i>
Teachers are confident teaching art	Observing art lessons and providing teachers with constructive feedback Offer CPD and Team Teach opportunities Teachers continue to use CPD videos available on Kapow to support them with the teaching and learning of their unit of work. Teachers are given a questionnaire to identify any areas they need support teaching	L.Mitten to identify any other CPD gaps and offer team teach or resource external CPD	Resources Time for observations Cost and time to deliver CPD and Team Teach Time out of class	Evidence from observations and work scrutiny. Leadership file.
Sketchbooks will reflect high quality teaching and learning and a complete unit of work	Kapow units of work are evidenced through continuous use of sketchbooks. Lessons are sequential and recorded to a high standard. Evidence of pupil work, annotations, self-reflections and individual idea development.	Support will be offered for sketchbook development. Staff meeting in Term 2 to provide further CPD on sketchbook development and expectations. Term 2-3 offer team teach sessions to teachers End of term 3 sketchbook monitoring and identify any additional CPD needed.	Time out of class for monitoring Time for CPD and team teach sessions.	Sketchbooks Monitoring Observations

Whole school enrichment opportunities (to be developed for this academic year)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Aquilla Canvas project Art club	Aquilla Christmas card design competition	Art club		Art club	

Art and Design

Development Matters and National Curriculum

<u>EYFS</u>	<p>Expressive Arts and Design The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Develop Matters – Expressive Arts and Design – Reception</p> <ul style="list-style-type: none"> • 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 ideas, resources and skills <p>Early Learning Goals – Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • 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.
<u>KS1</u>	<p>The National Curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"> · Produce creative work, exploring their ideas and recording their experiences · Become proficient in drawing, painting, sculpture and other art, craft and design techniques · Evaluated and analyse creative works using the language of art, craft and design · Know about great artists, craft makers and designers and understand the historical and cultural development of their art form <p>Pupils should be taught:</p> <p>To use range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>
<u>KS2</u>	<p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught to:</p> <p>Create sketchbooks to record their observations and them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)</p> <p>About great artists, architects and designers in history.</p>

Art and Design/Design and Technology Termly Overview



Some year groups will not cover all D&T topics as some NC statements are covered in other areas. Similarly, a topic maybe covered twice in a year group to ensure strong progression between year groups and outcomes met by end of Key Stage, (Year 2 curriculum).

Kapow has updated their long term, combined curriculum map so it is no longer necessary to fit an extra unit of work in. Coverage of skills and knowledge is still ensured, but some year groups will not cover a topic. For example, in D&T, Cooking and Nutrition is covered in Year 1 and 3, but skips out Year 2.

However, the skipped units of work are listed as additional units of work we can try and cover over the year to practise the skills.

	Autumn		Spring		Summer		Additional unit/ Stand alone lesson
EYFS							
Reception	Art and Design Drawing and painting Self Portraits	Design and Technology Textiles and Weaving Lets Celebrate!	Design and Technology Structures Building!	Art and Design Craft and design Vincent van Gogh	Design and Technology Food Healthy Lunch	Art and Design Sculpture Making Models Andy Goldsworthy	No additional unit
KS1							
Year 1	Design and Technology Structures Constructing Windmills (4 lessons)	Art and Design Drawing Make your mark (5 lessons)	Art and Design Sculpture and 3D Paper play (5 lessons)	Design and Technology Cooking and Nutrition Fruit and vegetables (4 lessons)	Design and Technology Textiles Puppets (4 lessons)	Art and Design Painting Colour splash (5 lessons)	Art and Design Craft and design Embellishments (Lessons 1, 2 and 3) Design and Technology Mechanisms Making a moving story book (Lesson 1)
Year 2	Design and Technology Mechanisms Fairground Wheel (4 lessons)	Art and Design Craft and design Map it out (5 lessons)	Art and Design Painting and mixed media Life in colour (5 lessons)	Design and Technology Mechanisms Making a moving monster (4 lessons)	Design and Technology Structures Baby Bear’s chair (4 lessons)	Art and Design Sculpture and 3D Clay tile (5 lessons)	Art and Design Drawing Tell a story (Lessons 2, 4 and 5) Design and Technology Food A balanced diet (Lesson 1)
	Autumn		Spring		Summer		
KS2							
Year 3	Design and Technology Cooking and Nutrition Eating seasonally (4 lessons)	Art and Design Drawing Growing Artists (5 lessons)	Design and Technology Digital World Electronic charm (4 lessons)	Art and Design Craft and design Ancient Egyptian scrolls (5 lessons)	Design and Technology Structures Constructing a castle (4 lessons)	Art and Design Sculpture and 3D Abstract shape and space (5 lessons)	Art and Design Painting and mixed media Prehistoric painting (Lessons 1, 3 and 4) Design and Technology Textiles Cross-stitch and applique (Lesson 1) Mechanical systems Pneumatic toys (Lesson 1)
Year 4	Art and Design Drawing Power prints (5 lessons)	Design and Technology Structures Pavilions (4 lessons)	Design and Technology Mechanical systems Making a slingshot car (4 lessons)	Art and Design Painting and mixed media Light and Dark (5 lessons)	Art and Design Craft and Design Fabric of nature (5 lessons)	Design and Technology Electrical systems Torches (4 lessons)	Art and Design Sculpture and 3D Mega Materials (Lessons 1, 2 and 5) Design and Technology Cooking and Nutrition Adapting a recipe (Lesson 1) Textiles Fastenings (Lesson 1)
Year 5	Art and Design Sculpture and 3D Interactive installation (5 lessons)	Design and Technology Cooking and Nutrition What could be healthier? (4 lessons)	Art and Design Drawing I need space (5 lessons)	Design and Technology Mechanical systems Making a pop-up book (4 lessons)	Art and Design Painting and mixed media Portraits (5 lessons)	Design and Technology Electrical systems Doodlers (4 lessons)	Art and Design Craft and Design Architecture (Lessons 3, 4 and 5)
Year 6	Art and Design Craft and Design Photo opportunity (5 lessons)	Design and Technology Textiles Waistcoats (4 lessons)	Art and Design Drawing Make my voice heard (5 lessons)	Design and Technology Structure Playgrounds (4 lessons)	Art and Design Sculpture and 3D Making memories (5 lessons)	Design and Technology Digital world Navigating the world (4 lessons)	Art and Design Painting and mixed media Artist study (Lesson 1, 4 and 5)

Early Years Long Term Goals for Expressive Arts and Design

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	SING ME A NURSERY RHYME!	CELEBRATE GOOD TIMES COME ON!	HELP-I NEED SOMEBODY!	FANTASTIC BEASTS AND WHERE TO FIND THEM!	THE GREAT OUTDOORS!	THE WHITE CLIFFS OF DOVER
EXPRESSIVE ARTS AND DESIGN <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>MUSIC LESSONS USING CHARANGA ART AND DT IDEAS COINCIDE WITH THOSE TAUGHT FROM YEAR USING THE KAPOW SCHEME OF WORK.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs KAPOW ART Drawing and painting Beginning to mix colours What happens to colours when water is included or black and white. Trialling different materials such as pencils, chalk etc- finding which one the children like to use the best. To draw a self-portrait (enclosing lines): draw definite features Music Charanga: Exploring sounds: Me Join in with songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing Additional: Making nursery rhyme props. Build stories around toys (small world) use available props to support role play. Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Drama conventions through literacy	KAPOW DT Textiles and weaving Use different textures and materials to make firework pictures To use a basket weaving activity to demonstrate textiles- linked to Hilda's basket. Christmas decorations, Christmas cards, Divas, Christmas Music Charanga: Using voices: My stories Listen to music and make their own dances in response. songs/poems Additional: The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Diwali lamps To draw a self-portrait (enclosing lines): draw definite features Music: Christmas Songs Role Play of The Nativity Drama conventions through literacy	KAPOW DT structures Look at famous buildings in London/Dover-castle. Children will explore ways to create a structure by designing a building/super hero etc I Junk modelling, houses, bridges boats and transport/ Music Charanga: Responding to music Everyone! Additional: Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue :Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features Artwork themed around a specific country. . Making lanterns, Chinese writing, puppet making, Chinese music and composition Make different textures; make patterns using different colours	KAPOW ART craft and design Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus Flowers-Sun flowers (Van Gogh) I can talk about a famous artist I can combine media to make a collage (collage chick) Music Charanga: Creating rhythm Our world Additional: Encourage children to create their own music. Mother's Day crafts Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features	KAPOW DT: Food To create a healthy lunch (Trip to Morrisons to taste test food?) Constructing food Why must food be cut and the hazards of this? Why do we need to wash our hands when preparing food? Why must we write recipes? Music Charanga: Technology and music Big Bear Funk Additional: Provide children with a range of materials for children to construct with. Create collaboratively: making 3d ladybird shells: papier mache: working in pairs Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features	KAPOW ART: Sculpture . Making models from recycled materials: link to keeping our sea clean Andy Goldsworthy natural art Trying new materials such as clay or play dough to create a piece. Using clay to make a coil pot (link to the curled shell in Sharing a Shell) Composition: Reflect, rewind and replay. Additional: Father's Day Crafts Drama conventions through literacy To draw a self-portrait (enclosing lines): draw definite features 

Art and Design long term curriculum outcomes
Including NC objectives, artists and vocabulary progression

Year 1	Drawing	Painting and mixed media	Sculpture and 3D	Craft and Design Optional unit
Unit of work	Make your mark	Colour splash	Paper play	Embellishments
Outcomes (Found on planning) <i>Use on termly overview</i>	<u>To know how to create different types of line</u> To explore line and mark-making to draw water To develop an understanding of mark-making To apply an understanding of drawing materials and mark-making to draw from observation	<u>To investigate how to mix secondary colours</u> To apply knowledge of colour mixing when painting To explore colour when printing To apply painting skills when working in the style of an artist	<u>To roll paper to make 3D structures</u> To shape paper to make a 3D drawing To apply paper-shaping skills to make and imaginative sculpture To work collaboratively to plan and create a sculpture To apply painting skills when working in 3D	<u>To know that art can be made in different ways</u> <i>To choose, measure, arrange and fix materials</i> <i>To explore plaiting, threading and knotting techniques</i>
NC objectives	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
Key Vocabulary	Geometric Horizontal Irregular Line Mark-making Observation Regular Texture Vertical	Hue Mix Pattern Primary colours Secondary colours Print	Cylinder Detail Sculpture Spiral Three dimensional (3D) Zig-zag Overlap Fold	Art weft Craft Loom Thread Warp Artist Plait Threading Weaving
Artists/ Significant individuals or movements	Bridget Riley Zaria Forman	Jasper Johns Clarice Cliff	Samantha Stephenson Louise Bourgeois	Cecilia Vicuña's

Art and Design long term curriculum outcomes
Including NC objectives, artists and vocabulary progression

Year 2	<i>Drawing Optional unit</i>	Painting and mixed media	Sculpture and 3D	Craft and Design
Unit of work	<i>Tell a story</i>	Life in Colour	Clay houses	Map it out
Outcomes (Found on planning) Use on termly overview	<i>To develop a range of mark-making techniques To explore and experiment with mark-making to create textures To develop observational drawing To understand how to apply expressions to illustrate a character</i>	To develop knowledge of colour mixing To know how texture can be created with paint To use paint to explore texture and pattern To compose a collage, choosing and arranging materials for effect To evaluate improve artwork	To use my hands as a tool to shape clay To shape a pinch pot and join clay shapes as decoration To use impressing and joining techniques to decorate a clay tile To use drawing to plan the features of a 3D model To make a 3D clay tile from a drawn design	To investigate maps as a stimulus for drawing To learn and apply the steps of the felt-making process To experiment with a craft technique to develop an idea To present artwork and evaluate it against a design brief
NC objectives	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.			
Key Vocabulary	Charcoal Cross-hatching Scribbling Concertina Expression Stippling Illustrations Illustrator	Collage Mixing Primary colour Secondary colour Surface Detail Overlap Texture	Clay slip Impress Pinch pot Thumb pot Relief Score Sculpture Surface	Abstract Composition Curator Felt Fibre Inspired Negative print Pattern Stained glass View finder
Artist(s)/ Significant individuals or movements	Quentin Blake	Romare Bearden	Ranti Bam Rachel Whiteread	Kim Soon Im Joseph Albers Eduardo Paolozzi

Art and Design long term curriculum outcomes
Including NC objectives, artists and vocabulary progression

Year 3	Drawing	<i>Painting and mixed media</i> Optional unit	Sculpture and 3D	Craft and Design
Unit of work	Growing Artists	<i>Prehistoric Painting</i>	Abstract shape and space	Ancient Egyptian Scrolls
Outcomes (Found on planning) Use on termly overview	<p><u>To recognise how artists use shape in drawing.</u></p> <p>To understand how to create tone in drawing by shading. To apply observational drawing skills to create detailed studies. To apply an understanding of composition to create abstract drawings.</p>	<p><i>To apply understanding of prehistoric man-made art.</i> <i>To explore how natural products produce pigments to make colours.</i> <i>To select and apply a range of painting techniques.</i></p>	<p>To join 2D shapes to make 3D structures To join materials in different ways when working in 3D To develop ideas for 3D artwork To apply knowledge of sculpture when working in 3D To evaluate and improve work</p>	<p><u>To investigate the style, pattern and characteristics of Ancient Egyptian art.</u></p> <p>To apply design skills inspired by the style of an ancient civilisation. To apply understanding of ancient techniques to construct a new material. To apply drawing and painting skills in the style of an ancient civilisation. To apply understanding of Egyptian art to develop a contemporary response.</p>
NC objectives	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.</p>			
Key Vocabulary	Abstract Botanical art Composition Geometric Organic Scale Shading Texture Tone	Charcoal Drawing medium Pigment Prehistoric Proportion Scale up Smudging Stone age	Abstract Negative space Positive space Sculptor Structure Sculpture Found objects Three-dimensional	Ancient Colour Composition Egyptian Imagery Layout Papyrus Pattern Technique
Artists/ Significant individuals or movements	Georgia O'Keeffe Charles Darwin Carl Linneaus	Stone Age Art	Anthony Caro	Ancient Egyptian Art

Art and Design long term curriculum outcomes
Including NC objectives, artists and vocabulary progression

Year 4	Drawing	Painting and mixed media	Sculpture and 3D Optional unit	Craft and Design
Unit of work	Power Prints <i>Omit lesson 1</i>	Light and Dark	Mega Materials <i>Omit lesson 4</i>	Fabric of Nature
Outcomes (Found on planning) <i>Use on termly overview</i>	<u>To explore proportion and tone when drawing.</u> To plan a composition for a mixed media drawing. To use shading techniques to create pattern and contrast. To work collaboratively to develop drawings into prints.	To investigate different ways of applying paint. To mix tints and shades of colour. To use tints and shades to give a three-dimensional effect when painting. To explore how paint can create very different effects. To consider proportion and composition when planning a still-life painting. To apply knowledge of colour mixing and painting techniques to create a finished piece.	<i>To develop ideas for 3D work through drawing and visualisation in 2D.</i> <i>To use more complex techniques to shape materials.</i> <i>To choose and join a variety of materials to make sculpture.</i>	To understand starting points in a design process To explore techniques to develop imagery To explore using a textile technique to develop patterns To learn how to create a repeating pattern To understand how art is made for different purposes
NC objectives	To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.			
Key Vocabulary	Collaborate Collage Composition Engraving Printing technique Proportion Shading Tone Wax-resist	Composition Hue Proportion Shade Shadow Still-life Tint Tone	Ceramics Form Found objects Organic shape Scale Sculpture Typography	Batik Craft Design Designer Industry mood board pattern repeating symmetrical colour palette craftsperson develop imagery inspiration organic repeat rainforest texture theme
Artists/ Significant individuals or movements	Fernando Botero Alberto Giacometti Henry Moore	Paul Cezanne	Magdalene Odundo Barbara Hepworth Jaume Plensa El Anatsui	William Morris

Art and Design long term curriculum outcomes
Including NC objectives, artists and vocabulary progression

Year 5	Drawing	Painting and mixed media	Sculpture and 3D	Craft and Design Optional unit
Unit of work	I need space	Portraits	Interactive installation	Architecture
Outcomes (Found on planning) Use on termly overview	<p>To explore how a drawing can be developed</p> <p>To combine materials for effect To identify the features of self-portraits To develop ideas towards an outcome by experimenting with materials and techniques To apply knowledge and skills to create a mixed-media self-portrait</p>	<p>To explore how a drawing can be developed.</p> <p>To combine materials for effect. To identify the features of self-portraits. To develop ideas towards and outcome by experimenting with materials and techniques. To apply knowledge and skills to create a mixed-media self-portrait.</p>	<p>To identify and compare features of art installations</p> <p>To investigate the effect of space and scale when creating 3D art To problem solve when constructing 3D artworks To plan an installation that communicates an idea</p>	<p>To apply an understanding of architecture to design a building To extend design ideas through research and sketchbook use To explore and evaluate the intention of a design.</p>
NC objectives	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.</p>			
Key Vocabulary	cold war collagraphy culture develop futuristic printing plate process purpose Retrofuturism space race stimulus technique	Collage Identity Mixed-media Monoprint Multi-media Photomontage Self-portrait	Analyse Atmosphere Culture Elements Experience Influence Interact Location performance art revolution scaled down stencil art medium concept display evaluate features installation art interactive mixed media props scale special effects three dimensional	Architecture Architect Composition Elevation Legacy Monoprint Perspective Proportion Transform
Artists/ Significant individuals or movements	<i>Retrofuturism</i> Teis Albers	Chila Kumari Singh Burman Vincent Van Gogh Frida Kahlo Sonia Boyce Njideka Akunyili Crosby	Cai Guo-Qiang	Zaha Hadid Friedensreich Hundertwasser

Art and Design long term curriculum outcomes
Including NC objectives, artists and vocabulary progression

Year 6	Drawing	Painting and mixed media Optional unit	Sculpture and 3D	Craft and Design
Unit of work	Make my voice heard	Artist study	Making memories	Photo opportunity
Outcomes (Found on planning) Use on termly overview	<p>To explore expressive drawing techniques</p> <p>To consider how symbolism in art can convey meaning To apply understanding of the drawing techniques chiaroscuro To evaluate the context and intention of street art To apply an understanding of impact and effect to create a powerful image</p>	<p>To understand how to analyse a famous painting. To apply interpretation skills to analyse and respond to an abstract painting. To develop starting points for creative outcomes.</p>	<p>To analyse how art can explore the concept of self To explore sculptural techniques To use creative experience to develop ideas and plan sculpture To apply an understanding of materials and techniques to work in 3D To problem solve, evaluate and refine artwork to achieve a chosen outcome</p>	<p>To apply an understanding of composition to create an effective photomontage advertising poster To apply an understanding of abstract art through photography To demonstrate an understanding of design choices made for effect using digital photography techniques To demonstrate observation and proportion to create art in a photo-realistic style</p>
NC objectives	<p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To know about great artists, architects and designers in history.</p>			
Key Vocabulary	<p>Aesthetic audience character traits chiaroscuro commissioned composition expressive graffiti guerrilla imagery impact interpretation mark making Maya Mayan mural Representative street art Symbol symbolic Technique tone tonal</p>	<p>Abstract Analyse Evaluate Interpret Medium Mixed-media Narrative Respond Tableau</p>	<p>Assemblage attribute Collection composition Embedded expression Identity juxtaposition Literal manipulate Originality pitfall Relief representation Sculpture self Symbolic tradition</p>	<p>Arrangement Digital Layout Macro Monochrome Photography Photomontage Photorealism Prop Saturation</p>
Artists/ Significant individuals or movements	<p>Dan Fenelon Leonardo da Vinci Banksy Diego Rivera Caravaggio Pablo Picasso</p>	<p>David Hockney Paula Rego John Singer Sargent Fiona Rae</p>	<p>Louise Nevelson Joseph Cornell Judith Scott Yinka Shonibare Nicola Anthony Louise Bourgeois Romare Bearden</p>	<p>Hannah Hoch Edward Weston Derrick O Boateng Chuck Close</p>

Art and Design Progression of Skills and Types of Knowledge KS1

KS1				
		EYFS	Year 1	Year 2
Substantive Knowledge	Practical <i>Making Skills</i>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.
	Theoretical <i>Knowledge of artists</i>	Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.	Understand how artists choose materials based on their properties in order to achieve certain effects.	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.
Disciplinary Knowledge	Disciplinary <i>Evaluating and analysing</i>	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.
Generating Ideas and Use of Sketchbooks plays into Substantive and Disciplinary Knowledge	Generating Ideas			
		Talk about their ideas and explore different ways to record them using a range of media.	Explore their own ideas using a range of media.	Explore their own ideas using a range of media. Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.
	Sketchbooks			
		Experiment in an exploratory way.	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.

Art and Design Progression of Skills and Types of Knowledge KS2

KS2					
		Year 3	Year 4	Year 5	Year 6
Substantive Knowledge	Practical <i>Making Skills</i>	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
	Theoretical <i>Knowledge of artists</i>	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
Disciplinary Knowledge	Disciplinary <i>Evaluating and analysing</i>	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
Generating Ideas and Use of Sketchbooks plays into Substantive and Disciplinary Knowledge	Generating Ideas				
		Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
	Sketchbooks				
		Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.

Inclusion in Art and Design

At Charlton School, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability.

In Art and Design this will look like:
Review Series: Art and Design

adapted from: CSIE Legislation and Guidance for Inclusive Education and Ofsted- Research and

Learn About Art	<p>Quality first teaching, using Kapow's scheme of work</p> <p>Communication tools - Now/Next boards, Language through colour, substantive and disciplinary knowledge</p> <p>Links to literacy and numeracy—subject specific vocabulary, Elements of Art, measurements etc.</p> <p>Wider picture offered to show how the learning fits into our world</p> <p>Link local and global</p> <p>Active - investigations, hands-on, experience based</p> <p>Learning questions - structure thinking around questions that hold indicators as to how and what to answer</p> <p>Adapt where needed, use targeted teaching— i.e. repetition of important knowledge, some may need to learn & practise different components when studying the same content areas.</p>
Learn about artists, designers and crafts people	<p>Cultural Capital through:</p> <p>Diverse selection of artists, designers and architects studied throughout</p> <p>Planned visits to exhibits, galleries and art in the community</p> <p>Visiting artists, crafts people and designers - to represent our school community and the wider community</p> <p>Different ways of thinking offered through diversity being celebrated</p> <p>Encourage families to know where to go to see art and encourage interests to be developed beyond the class</p> <p>Avoidance of stereotyping - show a global picture of art and encourage a fusion of influences</p> <p>Cognitive load—if needed, isolate important aspects</p> <p>Contemporary artists- if abstract, start with concrete imagery of subject matter first</p>
Technical Knowledge	<p>Barriers to learning techniques are identified and removed so every child has access to equal opportunities.</p> <p>Substantive knowledge - clear and progressive across the school</p> <p>Disciplinary knowledge - supports children to become successful in the key skills needed to be creative when making art</p> <p>Build confidence & interest - we are all seen as artists and creators</p>
Creating Art and Design	<p>Work collaboratively - peer to peer, child and adult, child and artist</p> <p>Active learning - practical, experience based learning</p> <p>Communication - self-express own ideas through sketchbooks</p> <p>Consider most appropriate medium for exploring and recording—considering how much additional knowledge will be needed about how it works, which might distract from the learning.</p> <p>Creativity encouraged through individuality of outcome that is celebrated for its own merit</p> <p>Consider the space/area of the class that the child works in</p> <p>TA support</p>
Evaluation	<p>Charlton's Progression in Art and Design - offers clear progressive steps so all children can be identified as making progress</p> <p>Self-confidence built by children being able to discuss their artistic journey because the learning has been a progressive process</p> <p>Critical and reflective</p> <p>Exhibit work - celebrate everyone</p>

Teacher responsibilities as laid out in the SEND Code of Practice:

“6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

How this subject can support a pupil with a specific SEND - with reference to the Kent Mainstream Core Standards (Blue text example is Art Specific or generic)	
Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)	
Subject specific Support for this aspect of SEND Minimal language load involved in achieving a successful outcome Visual representation of intended outcome A multisensory approach	Strategies to overcome potential barriers arising from this subject “Now (you are doing this) and Next (you are going to be doing that)” boards and sequence strips Communication support software such as ‘Widgit’ Use the learner’s name to gain their attention before giving instructions Keep instructions simple Awareness of own tone of voice (calm and not too loud) Pre-teach topic vocabulary Encourage ‘thinking time’.
Cognition & Learning (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)	
Subject specific Support for this aspect of SEND Minimal requirement for Reading / Writing Reduced memory load	Strategies to overcome potential barriers arising from this subject Brain Breaks Provide alternative methods of recording e.g. Laptop and or speech to text software Language through Colour Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture) Task management boards Visual support/reminders - multisensory approach. Check suitability of chair / desk, posture and paper placement. Provide with left / right -handed pens and pencils / scissors as appropriate Chunk instructions
Social Emotional and Mental Health (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)	
Subject specific Support for this aspect of SEND Opportunities for success / raised self-esteem through creativity	Strategies to overcome potential barriers arising from this subject Movement breaks Positive relationships / support co-regulation Peer grouping / support Plan opportunities for success and celebrate those successes Focus on reducing anxiety and there by behaviours Flexible and creative use of rewards and consequences. e.g. ‘catch them being good’
Physical and Sensory (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)	
Subject specific Support for this aspect of SEND Minimal language load involved in achieving a successful outcome Visual representation of intended outcome Multi-sensory learning opportunities	Strategies to overcome potential barriers arising from this subject Increased ventilation to support hypersensitivity to smells from resources Additional textures added to materials (e.g. paint) to support VI Ear defenders to support hyper sensitivity to noise Sensory breaks Ensure that learners have easy access to the equipment they require. Allow for differing stamina levels / tiredness Staff have an awareness of background noise levels and reduce this wherever possible (HI)

**FOUNDATION CURRICULUM****DESIGN*****National Curriculum:***

- Every foundation subject comprehensively covers the whole national curriculum

Beyond the National Curriculum:

- Bespoke additions to each subject to reflect the needs of our community
- Enrichment opportunities planned for each subject

SEE ENRICHED CURRICULUM DOCUMENT

FOUNDATION SUBJECT**ASSESSMENT**

All elements of foundation subject assessment are interlinked to ensure a comprehensive approach across the whole curriculum.

High Quality Formative Assessment:

- Teachers are highly skilled in identifying learning and misconceptions within lessons and use adaptive teaching in the moment to support progress and knowledge acquisition in the moment.

Knowledge Organisers: start of every unit in all subjects

- What I should already know
- Contain key knowledge

Exit Tickets:

- At the end of each lesson—children reflect on their learning in that lesson. This assists teacher assessment and enables children to reflect on learning rather than the activity.

***Low Stake Quizzes:***

- At the end of each unit, pupils undertake low stakes quizzes (with the exception of Art—evidence in sketch books) to ensure the retention of knowledge in knowledge organisers.
- Feed into teacher assessment and handover docu-

Flashback 4 and Turnback 2:

- FB4 = quick recall of key facts and vocab (could be unit or previous year group learning)
- TB2 = more in depth recall (e.g. causes of industrial revolution)
- As a result of teacher assessment, teachers feed gaps in knowledge acquisition into their TB2 and FB4 to

Formal Summative recording of assessment data

- 3x per year on Bromcom

Example of a Knowledge Organiser

Knowledge Organiser

Art Year 3 Term 1

Painting and Mixed Media: Prehistoric Painting

What I should already know:

- Mixing colours and knowing what happens to colours when water is included or black and white.
- Trialling different materials such as pencils, chalk etc.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.

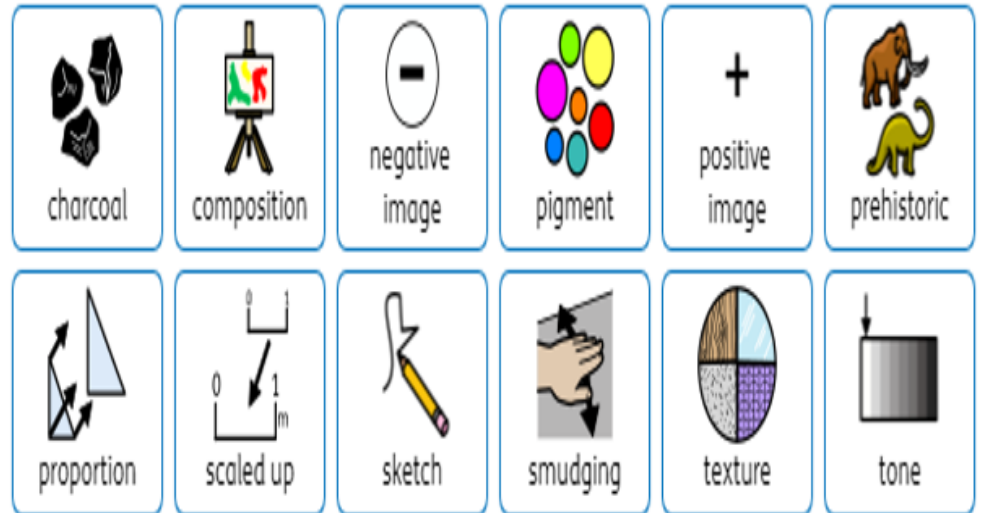
What I should know by the end of this topic:

- Approximately how many years ago prehistoric art was produced.
- How to create a large-scale copy of a small sketch.
- How to use charcoal to recreate the style of cave artists.
- Demonstrate good understanding of colour mixing with natural pigments.
- Discuss the differences between prehistoric and modern paint.
- Successfully make positive and negative handprints in a range of colours.
- How to mix colours to make natural colours.
- To apply an understanding of prehistoric man-made art.

Key skills I will develop are:

- Recognise the processes involved in creating prehistoric art.
- Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures.
- Use simple shapes to build initial sketches.
- Using scale to enlarge drawings in a different medium.
- To select and apply a range of painting techniques.
- To apply painting skills when creating a collaborative artwork.

Vocabulary



This is an example of a Knowledge organiser we use as part of our art and design curriculum. This is a Year 3 example. Year groups 1-6 will have these at the beginning of their learning each term.