



# What does 'Art' look like at Adswood Primary?



## 1. Progression of learning - Sticky Knowledge

Art: Key Stage 1			
Using Materials	Drawing	Use colour, pattern, texture, line, form, space and shape	Range of artists
<ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> </ul>	<ul style="list-style-type: none"> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>	<ul style="list-style-type: none"> <li>Study a range of artists, craft makers and designers</li> </ul>
<ul style="list-style-type: none"> <li>know how to cut, roll and coil materials</li> <li>know how to use IT to create a picture</li> </ul>	<ul style="list-style-type: none"> <li>know how to show how people feel in paintings and drawings.</li> <li>know how to use pencils to create lines of different thickness in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>know how to create moods in art work</li> <li>Know the names of the primary and secondary colours.</li> <li>know how to create a repeating pattern in print</li> </ul>	<ul style="list-style-type: none"> <li>describe what can be seen and give an opinion about the work of an artist</li> <li>ask questions about a piece of art</li> </ul>
<ul style="list-style-type: none"> <li>know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> </ul>	<ul style="list-style-type: none"> <li>choose and use three different colours</li> </ul>	<ul style="list-style-type: none"> <li>know how to mix paint to fill the secondary colours</li> <li>know how to create brown by adding white</li> <li>know how to create tints by adding white</li> <li>know how to create browns by adding black</li> </ul>	<ul style="list-style-type: none"> <li>suggest how artists have used colour, pattern and shape</li> <li>know how to create a piece of art in response to the work of another artist</li> </ul>

Sticky Knowledge is used throughout KS1 and KS2 to ensure progression of learning and national curriculum coverage. Learning follows a clear sequence in each year group and throughout school. Learning is divided into four main areas, **Using Materials, Drawing, Use Of Colour/Pattern ect and Range of Artists** so that a range of different skills can be built up.

Word/Term	Meaning	Example
cut	To cut material with scissors. You can cut a line you have drawn or use the scissors to make different shapes or patterns.	
roll	To curl and roll material to change the shape to round.	
coil	To arrange or curl a material into a smaller, more compact shape.	
primary colours	red, blue and yellow Three colours which cannot be made from other colours.	
secondary colours	orange, purple and green Three colours that can be made from mixing two primary colours.	

Knowledge organisers have been introduced in September for each year group. All key skills which have been outlined in the National Curriculum have been explained here in child friendly terms with the addition of images to provide visual examples.

## 2. Whole School Overview

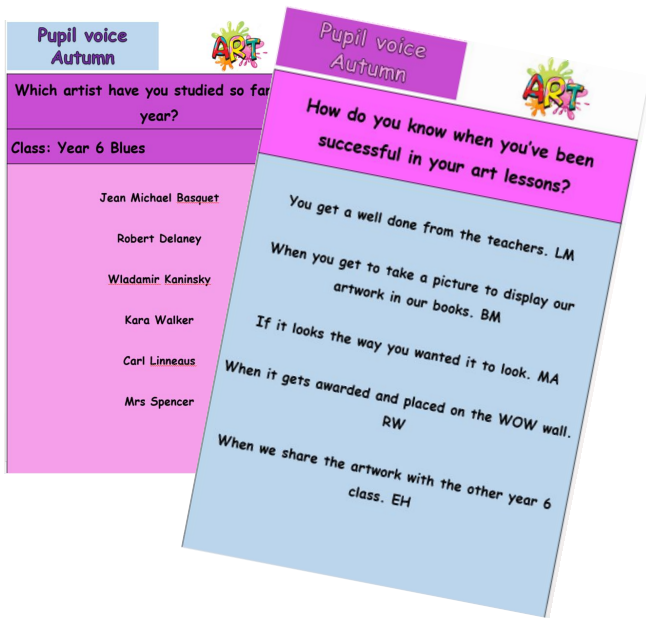
Adswood Primary School Art and Design Long Term Planning	
<b>CONCEPTS: Initial Lesson/appraisal of artwork</b>	
<b>CONTENT</b> This concept asks children to think about what the artwork is about. Is it realistic? Who is it about? What is it about? What message, if any, does it convey? Is it exaggerated? Do artists hidden meanings behind the colour choice, main ideas, symbols or simply in the style it has been created in. Does the period throughout history? Children are given time to analyse and appreciate a single piece of artwork rather than...	
<b>COMPOSITION</b> This concept asks children to think about the composition of artworks and how they have been arranged. How are all of the elements put together? How are shapes/figures positioned? Consideration may be given to dominant/control colours or shapes. Is there a focal point? Do all components link together seamlessly or do some seem more important? Consider if there are any recurring shapes, lines or forms which determine the...	
<b>CREATION</b> Children will discuss how has this artwork been created. What tools, materials, techniques and processes have been used? What may have led to this artwork? Did this piece build up from a point? Would this have been quickly created or would it have developed over a long time? Developed in clear stages? What stages did the artist go through and peak? What skills have been used? Consider line drawing, shading, painting, cutting, shaping, rolling, printing, collage, tearing, sewing, moulding...	
<b>CONNECTIONS</b> This concept explores what mood has been created within this artwork. How does this artwork speak to you? Do you like it? Why/why not? Do you like elements of it but not the whole piece, or are there any particular parts that you don't like about it? Does it remind you of anything else? What thoughts, feelings and emotions does this give you? How does it make you feel? How do you think the artist was feeling when they created this artwork? Consider if this artwork is celebratory, quiet, happy, aggressive, peaceful, dominant/subtle, happy/sad, messy/controlled.	

Year 6	Year 5	Year 4	Year 3	Year 2	Year 1
<ul style="list-style-type: none"> <li>Use a range of materials and techniques to create two-dimensional artworks.</li> <li>Use a range of materials and techniques to create three-dimensional artworks.</li> <li>Use a range of materials and techniques to create print artworks.</li> <li>Use a range of materials and techniques to create digital artworks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials and techniques to create two-dimensional artworks.</li> <li>Use a range of materials and techniques to create three-dimensional artworks.</li> <li>Use a range of materials and techniques to create print artworks.</li> <li>Use a range of materials and techniques to create digital artworks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials and techniques to create two-dimensional artworks.</li> <li>Use a range of materials and techniques to create three-dimensional artworks.</li> <li>Use a range of materials and techniques to create print artworks.</li> <li>Use a range of materials and techniques to create digital artworks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials and techniques to create two-dimensional artworks.</li> <li>Use a range of materials and techniques to create three-dimensional artworks.</li> <li>Use a range of materials and techniques to create print artworks.</li> <li>Use a range of materials and techniques to create digital artworks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials and techniques to create two-dimensional artworks.</li> <li>Use a range of materials and techniques to create three-dimensional artworks.</li> <li>Use a range of materials and techniques to create print artworks.</li> <li>Use a range of materials and techniques to create digital artworks.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of materials and techniques to create two-dimensional artworks.</li> <li>Use a range of materials and techniques to create three-dimensional artworks.</li> <li>Use a range of materials and techniques to create print artworks.</li> <li>Use a range of materials and techniques to create digital artworks.</li> </ul>

All staff are encouraged to choose from a wide range of global artists, both modern and historical. Consideration must be made about the gender, social and economic background and style of artists we expose our learners to.

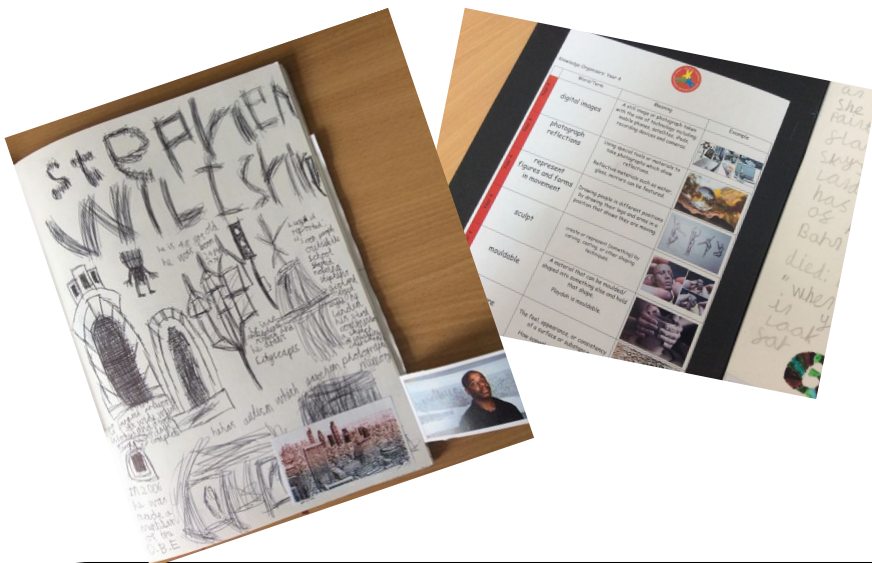
All lessons follow a set format which starts either with a specific skill to be taught (taken directly from the NC) or a chosen artist intended to inspire our young learners. We have a clear whole school overview to ensure all national curriculum objectives are being met. We have moved towards a 4C structure for the teaching and learning sequence, **CONTENT, COMPOSITION, CREATION and CONNECTIONS** to enable to children to fully explore a piece of art, think how it has been created and why before imitating the specific style or taking ideas from the original.

### 3. Learner Voice



Learner voice informs staff that pupils are being introduced to a range of art experiences, from specially chosen artists to working with specific mediums. Learner Voice indicates how our children see their successes and offers invaluable suggestions about how to improve lessons to meet the interests of the children.

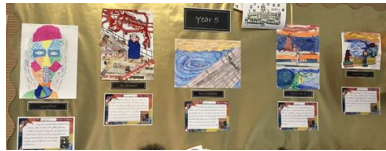
### 4. Art Sketchbooks



Every KS1 and KS2 child has their own sketchbook which showcases the pupils' learning. It evidences national curriculum coverage, yearly sticky knowledge and the decision making processes the children go through to achieve their final outcome. These sketchbooks show progression of skills throughout a unit before the children reach their final outcome. Children are encouraged to annotate their sketches to express their feelings about the effectiveness of their work. Children's sketchbooks can become an immediate display piece showing IMPACT around school. Clip boards in the entrance hall means that positive examples can instantly be celebrated, giving the children a sense of pride.



## 4. Theme Week - Amazing Artists.



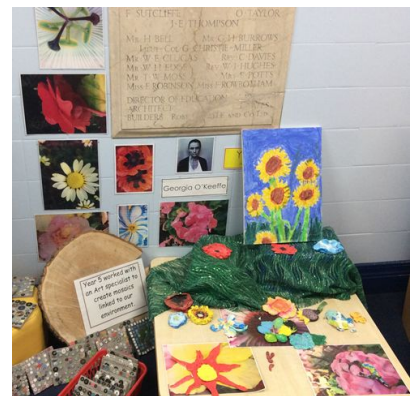
During the spring term, all children across the school engaged in 'Amazing Artists' by producing individual outcomes in response to three world famous art pieces. The Powerpoint slides were shared with the opportunity for year groups to respond with their own chosen form of art. Our in school art gallery was then created to showcase their outcomes.

## 5. Learning beyond the classroom Education.

We have had exciting VVE opportunities where learning beyond the classroom is brought to life. Examples include: Artist visits from Lucy Burgess and Rob Wilson. Children are encouraged to use the whole school surroundings, especially the Sunshine Garden to take photographs or as a calm space to work in.

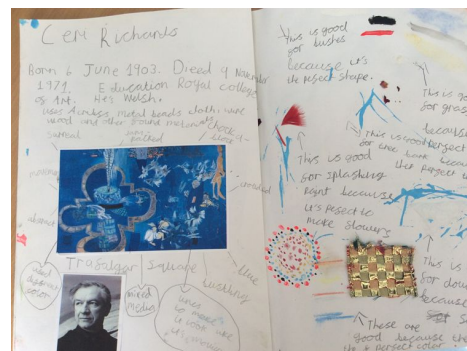
Art is celebrated throughout our school with exhibitions in the entrance hall and Art Gallery.

Some year groups send off their work to organisations to enter competitions in addition to workshops being held with Cheadle School Performing Art Students.



## 6. Self and Peer Assessment

Where possible, we aim to allow pupils to self and peer assess their own work and that of their peers in order for them to see where they have made errors and self correct them and make suggestions for their peers. This is displayed in our marking and feedback policy and will be labelled in pupils books as SA/PA Staff will monitor self/peer assessment in R.E floorbooks.



## 7. Staff CPD

Next year, year group teams will be given the opportunity to either plan with the Art Lead or be supported in class. Years 1,2,3 and 4 will have the benefit of working in larger staff teams of 3 to share their experience.

Art Lead attended an art workshop in spring to understand the processes the local artist, 'Kate O'Brien' goes through in creating her unique art.

## 8. Inclusive pedagogy

Adaptive teaching strategies are predominantly outcome led. All learners of varying abilities are able to thrive in our art lessons. Key skills are taught to the whole class though scaffolded images are offered to support learners where necessary.