

Art Curriculum



'Inspiring and achieving success for all!'

Upton Cross Academy



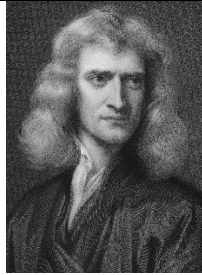



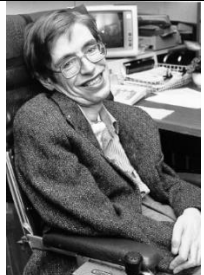

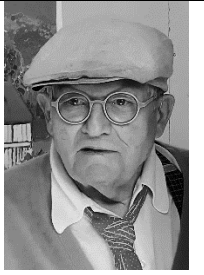
Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. Our intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. This progression grid can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. At Upton Cross Academy, art is taught through the reflective characteristics of learning outlined below, this embraces learning from EYFS through to Y6. We have selected a British ambassador for each characteristic as shown below.

Characteristics of Learning

								
Ernest Shackleton I can find out and explore.	William Shakespeare I play with what I know.	Sir Isaac Newton I am willing to have a go.	Beatrix Potter I am involved and can concentrate.	Emmeline Pankhurst I keep on trying.	Kelly Holmes I enjoy achieving what I set out to do.	Steven Hawking I have my own ideas.	Isambard Brunel I make links in my learning.	David Hockney I choose ways to do things.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

2 Year Rolling Programme

	KS1		LKS2		UKS2	
	Year A	Year B	Year A	Year B	Year A	Year B
Autumn Term	<i>Colour Chaos</i> Choosing, using and mixing colours.	<i>Fabricate</i> Textile techniques	<i>Fruit and Vegetable</i> Pencil, colour, paint, clay peppers and textiles	<i>Autumn</i> Pencil, colour, paint, print and collage	<i>Bodies</i> Pen, charcoal, felt tip, make maquettes	<i>Portraits</i> Using different materials and techniques to create portraits
Artists		<i>Gunta Stolzl and Gustav Klimt</i>	<i>Carl Warner, Michael Brennard-Wood and Caravaggio.</i>	<i>Matisse and by Cezanne.</i>	<i>Julian Opie, Alberto Giacometti and Henry Moore.</i>	<i>Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol.</i>
Spring Term	<i>Landscapes and City Scapes</i> Bright colours and bold brushstrokes.	<i>The life and art of L.S Lowry.</i> Colour mixing, perspective, drawing figures, drawing buildings and scissor skills.	<i>North American Art</i> Drawing the other half of a famous image and collage landscapes.	<i>British Art</i> Using a range of media for making portraits:	<i>European Art</i> Drawing broken buildings, houses, create abstract 'cut ups', make shape houses, draw with a rubber.	<i>South American Art</i> Making clay monkeys/ make picture puzzles using symbols/ make dream catchers.
Artists	<i>Claude Monet, Vincent van Gogh, and Jean Metzinger.</i>	<i>LS Lowry</i>	<i>John Singer Sargent, Helen Frankenthaler, Jean-Michel Basquiat, Mary Cassatt, architect Frank Lloyd Wright and photographer Ansel Adams.</i>	<i>Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.</i>	<i>Anselm Kiefer, Michelangelo, Salvador Dali and Rembrandt, architect Le Corbusier and designer Coco Chanel.</i>	<i>Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.)</i>
Summer Term	<i>Nature Sculptures</i> Nature sculpture.	<i>Portraits</i> This Portraits using different materials and techniques.	<i>Plants and Flowers</i> Using pencil, colour, Hapa Zome printing, sculpture and paper modelling.	<i>Insects</i> Using pencil, colour, mosaic design, puppet making and sculpture.	<i>Wildlife</i> Using pencil, white pencil, print and making clay tiles	<i>The Seaside</i> Pen and colour, print and weave.
Artists	<i>Andy Goldsworthy</i>	<i>Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol,</i>	<i>India Flint, Alexander Calder, David Oliveira and Henri Rousseau.</i>	<i>Louise Bourgeois and Jennifer Angus.</i>	<i>Brancusi, and the paper designer, Richard Sweeney.</i>	<i>Alfred Wallis and Hokusai.</i>

SEND Strategies

	Here is how we will help:
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • Praise positive behaviour at each step to encourage an increase in self-esteem • Ensure clear instructions are given throughout the lesson • Provide time limited learning breaks • Ensure step by step instructions are given, so each child knows what part of the lesson they are working on (For example, the design, the creation or the evaluation)

	<ul style="list-style-type: none"> • Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate • Provide art tools when necessary to avoid distractions during teacher input
Anxiety	<ul style="list-style-type: none"> • Ensure the child knows the support on offer before the lesson begins • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson • Teach problem solving before the lesson, and strategies to overcome problems that may be faced • Model how to use art tools before setting any work • Use a 'Now and Next' board to explain any changes to the routine, for example, if your child will be sitting somewhere else to complete group work, manage this before it happens
Autism Spectrum Disorder	<ul style="list-style-type: none"> • Use a visual timetable so the child knows what is happening at each stage of the session/day • Understand if the child is hypo-sensitive or hyper-sensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed • Provide materials and textures that they can use and understand this information before the lesson • Avoid changing seating plans • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand • Understand your student's skills and where their starting place is • Use Art tools made of specific materials to support sensory processing
Dyscalculia	<ul style="list-style-type: none"> • Provide concrete resources to help with line drawing and drawing to scale • Ensure the child knows the support available on offer before the lesson begins
Dyslexia	<ul style="list-style-type: none"> • Use simple, specific instructions that are clear to understand • Pre-teach vocabulary linked to Art that will help the child to success in the lesson like shading, drawing, exploring and collage • Differentiate the learning intention so that the child understands what is being asked of them • Model how to use Art tools before setting the work
Dyspraxia	<ul style="list-style-type: none"> • Make the most of the large spaces before starting projects • Ensure the tools you are using are accessible to the child • Provide a lesson breakdown, with a clear end, a tick list might be beneficial • Provide an equipment list, words, or visuals with the tools and materials that are needed during that lesson • Model how to use Art tools before setting the work • Differentiate the size and scale of a project and its end result
Hearing Impairment	<ul style="list-style-type: none"> • Pre-teach vocabulary linked to Art that will help the child to succeed in the lesson like shading, drawing, exploring and collage

	<ul style="list-style-type: none"> • Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency • Try to arrange tables in a circular shape • Provide sign language visuals where possible
Toileting Issues	<ul style="list-style-type: none"> • Encourage children to use the toilet before working on a piece of artwork, as they may feel this isn't as easy when they are wearing paint clothes and covered in paint and chalk etc. • Encourage children to wear protective clothes that make access to the bathroom more manageable
Cognition and learning challenges	<ul style="list-style-type: none"> • Use visuals to break each stage of the lesson down into clear, manageable tasks • Use language that is understood by the child, or take the time to pre-teach language concepts including paint, draw, sketch etc. • Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently • Model how to use Art tools before setting the work • Physically demonstrate the lesson and the expectations especially if following the work of a specific artist • Support children with their organisation in the lesson and model this where possible, before the lesson begins
Speech, Language & Communication Needs	<ul style="list-style-type: none"> • Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly • Use a visual timetable where necessary • Use visuals on resource lists • Use visuals on resource boxes so children know which ones to access • Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult
Tourette Syndrome	<ul style="list-style-type: none"> • Provide short, simple, clear instructions • Try to keep the children calm in a lesson, although, Art can be exciting, as this can lead to a tic • Place resources at a safe distance especially if tics are happening at the time of the lesson
Experienced Trauma	<ul style="list-style-type: none"> • Provide opportunities to be curious and explore the tools and resources that children will use • Use simple, specific instructions that are clear to understand, and deliver these slowly • Before the lesson come up with strategies for if difficulties occur during the lesson and ways these can be overcome, reminding children that Art is about taking risks in our work and expressing ourselves
Visual Impairment	<ul style="list-style-type: none"> • Provide children with extra-large pieces of paper to work on • Make sure resources are well organised and not cluttered • Ensure the child is positioned in a well-lit space before beginning an activity