



Believe. Achieve. Succeed Together.

Iver Village Junior School
Implementing the Art & Design
Curriculum

Article 28, 29

Education must develop every child's personality, talents and abilities to the full

Intent Statement

Every pupil will begin to develop their own creativity as an artist. Through the study of great artists, architects and designers throughout history, these studies will help pupils gain confidence in discussing artworks as well as provide inspiration for their own artwork based on the theme of that half term. Themes include objects, environment and storytelling. Throughout these lessons they have the opportunity to learn a variety of new skills and techniques to create their own pieces of artwork through a range of mediums (printing, painting, collage, drawing, photography and sculpture). Pupils have sketchbooks to record their observations and use these to review, evaluate and revisit ideas.

Implementation

Curriculum Design

The National Curriculum for Art & Design is a limited document that provides a broad explanation of what pupils should be taught during KS2. There are no named topics or artists, but it does list a range of mediums pupils should improve their mastery in. The use of sketchbooks to develop work in as well as review and revisit is suggested.

Please see below for the DfE document:

National Curriculum:

Key stage 2

Pupils should 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.

Pupils should be taught:

- 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).
- about great artists, architects and designers in history.

KS2 Art Overview		Subject Overview	
Key Concepts	Observations Contextual Studies – Artists, architects, designers Art Foundations <ul style="list-style-type: none"> • Line • Colour • Value • Texture • Shape and Form • Space 		
Objectives to cover (Directly from NC)	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. Aims The national curriculum for art and design aims to ensure that all pupils: <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. • evaluate 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 forms. 		
	Autumn Term	Spring Term	Summer Term
Year 3	Art Foundations – Mixed media	Objects – Still Life/Instruments/Animals – Mixed Media	Storytelling through art – Mixed Media
Year 4	Art Foundations – Mixed media	African Art – Mixed Media	Environment – Photography and Printmaking.
Year 5	Art Foundations – Mixed media	Objects – Outdoor Art– Sculpture/Installation art	Asian Art – Mixed Media
Year 6	Art Foundations – Mixed media	Objects – Pop art – Sculpture	Environment – Architecture – Drawing

The Art and Design curriculum and Iver Village Junior School

Cyclical curriculum and repetition:

The Art & Design curriculum has been designed and planned to work in a cyclical way across the whole school, by doing this we are able to build on small steps to develop each child's knowledge, skill and creativity. Each autumn term the whole school start their art topics by studying the basics of all artworks – the foundations of art. These foundations are taught in Year three and revisited by each year group across the school, building on the skill and depth of knowledge from the previous year. As the school year progresses art themes are visited and revisited as they progress through the years. Again, this is done by building on skills and knowledge learnt previously and by exploring the topic through a different medium with a wide variety of diverse artists, craftsmen, designers and architects.

This is evidence through the completion of work developed in a sketchbook. The sketchbook follows the child up the school and it is encouraged that the children look back on their work to see not only the progress they have made but to inspire and inform their current work. The Art & Design curriculum is designed to engage and inspire all pupils at IVJS. Every child is creative, and our art curriculum allows us to help our children to discover their creativity. This can then be used across the wider curriculum as we are providing them with the opportunity to experiment, think critically and be inventive.

When designing our Art & Design curriculum it was important that our children are introduced to a wide variety of different art and design techniques, mediums, artists, designers, craftsmen and architects. Our curriculum allows our children to explore sculpture, photography, mixed media, drawing, painting, printmaking and installation art. The artists, designers, craftsmen and architects that we study are a mixture of traditional great artists, female artists, artists from around the world and of different cultural and socioeconomical backgrounds.

Key Concepts:

When designing the key concepts of the Art & Design curriculum we looked at what we want the building blocks of the curriculum to be. In Art & Design, this is the foundation ideas that all art is based on, line, colour, value, shape and form, texture, and space, as well as observation skills and contextual studies – artist studies.

These concepts are referred back to throughout lessons, not only during the lesson but on our success criteria slides at the start of each lesson. Children are encouraged to refer back to these concepts when planning their own work.

See below for an example of a Year 4 Art lesson success criteria slide:

The slide is a hand-drawn style document with a light purple background and a brown border. It contains the following sections:

- Date:** Tuesday, 12 December 2023
- Title:** Line
- Learning Question:** How can I explore the elements of art? (Line)
- Success Criteria:**
 - I can explain how artists use line and mark making in artwork.
 - Line - a connection between two points.
 - Mediums - the name given to art equipment used to create artworks. ie paint, pencil and collage.
 - I can use different drawing mediums.
 - I can explore mark making using different mediums.
 - I understand that artists use art foundations (elements of art) when creating artwork.
- Vocabulary:**
 - Elements of Art
 - Foundations
 - Mediums
 - Line
 - Mark Making
 - Hatch
 - Cross hatch
 - Shade
- Key:**
 - Key knowledge
 - Key vocabulary with definition
 - Key skill
 - Key concept

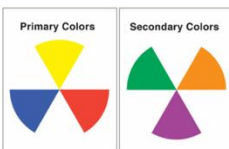
Key Knowledge:

The Art & Design Key Knowledge has been designed to progress as the children progress through the school. The knowledge is broken down by themes and made age appropriate. The knowledge is taught in small steps.

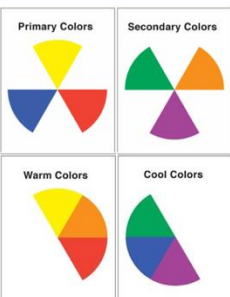
Below are two examples of the progression of knowledge and how it is broken down across the different year groups.

Colour progression


Autumn Term – Art Foundations	Year 3	Year 4	Year 5	Year 6
How can I explore the elements of art? (Colour)	Primary and secondary colours	Primary, secondary, warm and cool colours	Primary, secondary, warm, cool and tertiary colours	Complementary, analogous, hue, tints, tone, shades and monochromatic



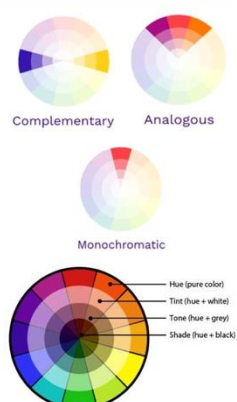
Primary Colors: Yellow, Blue, Red
Secondary Colors: Green, Orange, Purple



Primary Colors: Yellow, Blue, Red
Secondary Colors: Green, Orange, Purple
Warm Colors: Yellow, Orange, Red
Cool Colors: Blue, Green, Purple



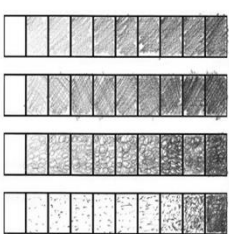
Tertiary Colors: Yellow-Green, Green-Blue, Blue-Violet, Violet-Red, Red-Orange, Orange-Yellow




Complementary: Two opposite colors on the wheel.
Analogous: Three colors adjacent to each other.
Monochromatic: A single color and its tints, tones, and shades.

Value progression

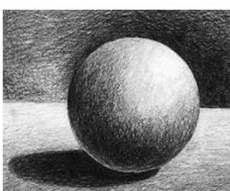
Autumn Term – Art Foundations	Year 3	Year 4	Year 5	Year 6
How can I explore the elements of art? (Value)	Mark making introduction to shading with marks	Sketching flat tones with pencils	Sketching 3D objects (sphere or apple)	Exploring value through colour




Four rows of rectangular boxes showing different mark-making techniques for shading, from light to dark.



A pencil sketch of a landscape featuring a moon in the sky and trees in the foreground, demonstrating flat tones.



A pencil sketch of a sphere, demonstrating shading to create a three-dimensional effect.



An artwork showing a cityscape rendered in various shades of pink and purple, illustrating value through color.

Key Skills:

The Art & Design curriculum focuses on the development of nine skill areas. These have been identified as key skills from the National Curriculum document that all pupils should be working towards mastering and two skills which will mould pupils in developing their contextual studies as highlighted by the Art lead from her background in the Fine Arts and experience teaching Art & Design in KS3/4/5 and FE.

As with Key concepts and knowledge this curriculum builds on small steps. There are some skills that are visited by all year groups - drawing, mark making, painting, critique and developing ideas. Others – photography, sculpture, and collage are taught across two year groups allowing them to develop their skills in line with their maturity, motor skill and comprehension of the skill. The development of skills has been researched and selected with care and thought of what will benefit the pupils the most in their mastery of these skills. This is especially important in the new introduction of the skills critique and developing ideas.

Teachers are able to use the Key Skills document to ensure that they are teaching the correct skill level to their pupils. They are able to see what the year group above or below should be able to achieve. This can also be used when assessing work at the end of the unit.

Skills are shared with pupils throughout lessons in a combination of ways. They are modelled by teachers, shown examples of work and guided through lessons focusing on the development of skill before pupils are then encouraged to develop their own work drawing on the combination of skills they have learnt and developed.

Below are examples of the progression of skills and how it is broken down across the different year groups.

Skills	Y3	Y4	Y5	Y6
Drawing	<ul style="list-style-type: none">Develop intricate patterns/ marks with a variety of media.Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.	<ul style="list-style-type: none">Develop intricate patterns using different grades of pencil and other implements to create lines and marks.Draw for a sustained period of time at an appropriate level.Experiment with different grades of pencil and other implements to achieve variations in tone and make	<ul style="list-style-type: none">Work in a sustained and independent way to create a detailed drawing.Develop a key element of their work: line, tone, pattern, texture.Use different techniques for different purposes i.e. shading, hatching within their own work.	<ul style="list-style-type: none">Work in a sustained and independent way to develop their own style of drawing.This style may be through the development of line, tone, pattern, texture.Draw for a sustained period of time over a number of sessions working on one piece.

		<p>marks on a range of media.</p> <ul style="list-style-type: none"> • Further develop drawing a range of tones, lines using a pencil. • Begin to show awareness of representing texture through the choice of marks and lines made 	<ul style="list-style-type: none"> • Start to develop their own style using tonal contrast and mixed media. • Develop an awareness of composition, scale and proportion in their paintings. • Use drawing techniques to work from a variety of sources including observation, photographs and digital images. • Develop close observation skills. 	<ul style="list-style-type: none"> • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. • Develop their own style using tonal contrast and mixed understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made.
Photography	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Can identify and recognise examples of photography as a visual tool and an art form. • Can begin to select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). • Can control focus or zoom settings or move closer composing their photograph. • Can plan the use of a camera to take a specific photo or set of photos. • Can begin modifying an 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Can confidently use a camera to create positive and negative space photographs. • Can select photographs for a theme, creative purpose or to provide ideas for their own work (content, colour or composition). • Can confidently control focus or zoom settings or move closer composing their photograph. • Can confidently plan the use of a camera to take a specific photo or set of photos. • Can modify an image on a

		<p>image on a computer to achieve the best quality print.</p> <ul style="list-style-type: none">• Can select and record images to be used in researching other artworks.• Can change the camera settings such as flash, to best capture an image in low light conditions.• Can use zoom to best frame an image and photograph.		<p>computer to achieve the best quality print.</p> <ul style="list-style-type: none">• Confidently can select and record images to be used in researching other artworks.• Confidently can change the camera settings such as flash, to best capture an image in low light conditions.• Confidently can use zoom to best frame an image and photograph.
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Key Vocabulary:

Key Vocabulary has been identified by consulting topics, knowledge documents and skill documents. The level of vocabulary is built upon each year, with words being repeated and expanded as pupils progress across the school.

Vocabulary is a key part of the success criteria slide which focuses on one or two of the key words and defining them. Pupils are encouraged to use the correct vocabulary when talking about artwork and their own plans/designs and critiques. Vocabulary is also listed on Knowledge Organisers which are available for pupils to access during lessons.

Below are examples of the progression of vocabulary in Year 3 and Year 4. The list contains vocabulary for all topics taught across the year.

Year 3		Year 4	
<ul style="list-style-type: none"> • Line • Colour • Value • Shape • Form • Texture • Space • Observation • Line sculpture • Mark making • Primary colour • Secondary colours • Shading • Crosshatch • Sketch • Collage • Overlap • Rubbings • Chalk • Pencil • Positive • Negative • Silhouette • Drawing • Painting • Chalk • Tone • Still Life • Sketching • Cubism • Collage 	<ul style="list-style-type: none"> • Objects • Layout • Observation • Aboriginal • Storytelling • Hieroglyphics • Symbols • Symbolism • Tapestry • Bayeux Tapestry • Historical 	<ul style="list-style-type: none"> • Line • Colour • Value • Shape • Form • Texture • Space • Observation • Line sculpture • Mark making • Primary colour • Secondary colours • Shading • Crosshatch • Sketch • Collage • Overlap • Rubbings • Chalk • Pencil • Positive • Negative • Silhouette • Drawing • Painting • Chalk • Tone • 3D • Sphere • Warm colours • Cool colours 	<ul style="list-style-type: none"> • Crafts • Jewellery • Benin • Clay • Sculpt • Join • Tribe • Tribal • Collaboration • Traditional • Colour • Ndebele • Photograph • Focus • Zoom • Shot • Macro • Texture • Nature • Printmaking • Roller • Paint • Ink • Layers • Composition • Layout • Edit

Medium Term Planning:

For Art & Design the Medium Term Plans have been created as a shared document that breaks down each topic into the learning question, concepts, skills and vocabulary. This document was developed as part of a collaboration of staff.

See below for examples of Medium Term Plans and examples of how these have been turned into lessons.

Y6	Topic 2	Artistic Skills	Concepts	Skills	Vocab
	Spring 1: Objects – Sculpture	<ol style="list-style-type: none"> 1. Drawing 2. Mark Making 3. Collage 4. Printmaking 5. Painting 6. Sculpture 7. Photography 8. Critique 9. Developing Ideas 	Art Foundations <ul style="list-style-type: none"> • Line • Colour • Value • Shape & Form • Texture • Space Observational Skills <ul style="list-style-type: none"> • Observations Contextual Studies <ul style="list-style-type: none"> • Artists, Designers and Architects 		Pop art Modern art Contemporary Dots Sculpture Installation Still life Food
	Lesson 1	How can I investigate the artwork of Wayne Thiebaud? (food)	Art Foundations Observation Artists/Designers/Architects	1, 8	
	Lesson 2	How can I investigate the artwork of Yayoi Kusama? (pumpkins)	Art Foundations Observation Artists/Designers/Architects	1, 8	
	Lesson 3	How can I investigate the artwork of Jeff Koons? (balloon dog)	Art Foundations Observation Artists/Designers/Architects	1, 8	
	Lesson 4	How can I plan my piece of artwork?	Art Foundations Observation	1, 2, 3, 4, 5, 6, 9	
	Lesson 5	How can I make my own piece of artwork inspired by artist's work?	Art Foundations Artists/Designers/Architects	1, 2, 3, 4, 5, 6, 9	
	Lesson 6	How can I evaluate my artwork?		8	

Lesson Design

All Art & Design lessons follow a similar structure to support pupils in developing a depth of understanding and opportunity to explore and develop their own creativity. We are supporting the whole artist.

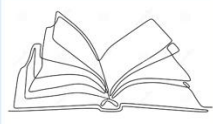

Aspect of lesson	Details				
Review of previous learning and retrieval practice	Each lesson should start with a recap of the previous learning. Pupils should be given the chance to use retrieval practice. This is especially important as Art & Design is only taught in the first half of each term.				
Introduction of learning question	Success criteria slides have been created to show children the information they need at a glance. This slide should be used as either the 1 st or 2 nd slide – at the start of the lesson. The learning questions have been created to give the children as much autonomy over their artwork as possible. E.g. ‘How can I explore the element of colour’.				
Concepts, knowledge, skills, vocabulary	These are available on the success criteria slide at the start of lessons. This information is also included on Knowledge organisers. Staff have access to all of this information in the online shared curriculum folder. These documents should be referred to during lesson planning.				
Modelling	As Art & Design is a practical subject modelling can take on the roles in a variety of ways. This can include physical demonstrations of skills but can also include modelling of how to plan a piece of artwork, how to develop ideas through annotation and how to give constructive criticism.				
Guided practice	<p>Guided practice can be used to help some pupils to start working/thinking of ideas.</p> <p>This can be through offering suggestions of what they could make, demonstrating how they come up with ideas, slowing down demonstrations and working in small groups.</p> <p>An example of how this can be used to guide a planning session.</p> <div data-bbox="565 1409 1271 1797"> <p>Planning</p> <p>STEP 2: You need to decided what to make as your final piece. Here are some suggestions.</p> <p>You will need to draw and plan your final image on a piece of paper that will be stuck in your sketchbook.</p> <p>Add annotations (notes) to your plan.</p> <p>Unfortunately you will not have access to more clay but you can use pencils, colours, paints and bead making equipment.</p> <table border="1"> <tr> <td data-bbox="764 1423 1008 1602"> <p>Beads made into jewellery</p> </td> <td data-bbox="1016 1423 1268 1602"> <p>Painted Ndebele Patterns</p> </td> </tr> <tr> <td data-bbox="764 1612 1008 1791"> <p>Landscape Drawing in the style of Esther Mahlangu</p> </td> <td data-bbox="1016 1612 1268 1791"> <p>Clothing with Ndebele patterns</p> </td> </tr> </table> </div>	<p>Beads made into jewellery</p>	<p>Painted Ndebele Patterns</p>	<p>Landscape Drawing in the style of Esther Mahlangu</p>	<p>Clothing with Ndebele patterns</p>
<p>Beads made into jewellery</p>	<p>Painted Ndebele Patterns</p>				
<p>Landscape Drawing in the style of Esther Mahlangu</p>	<p>Clothing with Ndebele patterns</p>				

Independent practice (learning tasks)

Tasks should be planned to be fairly open ended that can allow children to develop their own artist practice, no matter the skill or ability tasks should be open ended enough for children to all find some success.

See below example from a Year 5 lesson:

Task




You are going to have a go at your own continuous line drawings of objects around the classroom.
You could first try to replicate one of the line drawings you have seen in the lesson.

Remember – don't take your pencil/pen off the page.

- Try creating drawings with a pencil and drawings with a pen.
- Try drawing objects of different size.
- Fill your page with different drawings.

• **Remember your sketch book is where you experiment!**



Plans for scaffolding

Scaffolding in Art & Design should be used to support any learner that requires additional support.

This can include:

- Visual examples of artworks.
- Use of Knowledge organisers.
- Word banks and sentence starters to help with contextual studies and evaluations.
- Task organisers can be used during contextual study aspects.
- Physical support that can be used to make adaptations i.e. Pencil grips.
- Visual evaluation forms used to self-assess. (See below for an example)

Evaluation

Colour in the smiley face that matches how you feel about your work.

My work looks like my plan.				
I am happy with my final piece.				
I can use a camera to take photographs.				

Classroom Practice

<p>Retrieval practice</p>	<p>Pupils are given the opportunity to discuss prior learning throughout the lessons, this can be used to recap the previous lesson, skills learnt and vocabulary. Reoccurring themes/layouts of slides allow pupils to recognise links.</p> <p>See below for an example of this being used in Year 5:</p> <div data-bbox="548 512 1365 1024" style="border: 1px solid #ccc; padding: 10px;"><p><u>Starter</u></p><div data-bbox="570 632 954 842" style="border: 1px solid #ccc; border-radius: 10px; background-color: #d9ead3; padding: 5px;"><p><u>Question 1</u> What element of art did we explore last lesson?</p><ul style="list-style-type: none"><input type="checkbox"/> Observation<input type="checkbox"/> Drawing<input type="checkbox"/> Line</div><div data-bbox="967 632 1344 842" style="border: 1px solid #ccc; border-radius: 10px; background-color: #f4cccc; padding: 5px;"><p><u>Question 2</u> What is it called when someone creates a drawing without lifting their pencil off of the page?</p><ul style="list-style-type: none"><input type="checkbox"/> Constant line drawing<input type="checkbox"/> Line drawing<input type="checkbox"/> Continuous line drawing</div><div data-bbox="824 863 1092 999" style="border: 1px solid #ccc; border-radius: 10px; background-color: #d9d9d9; padding: 5px; margin-top: 10px;"><p><u>Challenge</u> Can you draw your own example of the technique we looked at last lesson?</p></div></div>
<p>Modelling</p>	<p>Key skills are modelled practically throughout lessons. Ideally this is done live in front of the children, as this gives the children a chance to ask questions in live time.</p> <p>During contextual study elements teachers can modelling the correct way to critique artwork.</p> <p>During planning and evaluating teachers can model how to do so.</p>
<p>Questioning</p>	<p>Questioning in Art & Design can take many designs. When questioning during these lessons it is important to provide thinking time as there is not always a correct answer. When a pupil provides an answer it is useful to engage the whole class in the discussion and asking if there is anyone who would like to build upon the answer.</p> <p>Possible questions to be used:</p> <ul style="list-style-type: none">• Who can add to that?• Why do you think that?• How do you know that?• Who have a different opinion?• Does anyone disagree?

	<p>During critiques and contextual study time it is a great opportunity to use oracy skills:</p> <ul style="list-style-type: none"> • Think, Pair, Share. • Pose, Pause, Pounce, Bounce. • Speak like an expert. <p>Teachers could try and use the art questioning strategy called Zoom and Assume.</p> <p>Zoom in on an image that is appropriate for your topic. Question students about it. What do they think it is? Ask them to justify their answers. Zoom out a bit. Ask students what they now think? Has anyone changed their mind? Why? Do this several times until you see the whole image. It is a light-hearted way to get students to engage with art.</p>
<i>Scaffolding</i>	<p>Scaffolding in Art & Design should be used to support any learner that requires additional support.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Visual examples of artworks. • Use of Knowledge organisers. • Word banks and sentence starters to help with contextual studies and evaluations. • Task organisers can be used during contextual study aspects. • Physical support that can be used to make adaptations i.e. Pencil grips. <p>Visual evaluation forms used to self-assess.</p>
<i>Practise</i>	<p>As a practical subject Art & Design practise should be a hive of activity. Lessons should focus on the development of skills and creativity. Artist knowledge should continue to grow and their confidence in using the correct vocabulary to discuss artworks and critique will continue to grow.</p>
<i>Oracy</i>	<p>Contextual Studies and critiques should be used to develop Oracy skills in the classroom. These opportunities will allow pupils to improve their speaking and listening skills and use their subject specific vocabulary. During these tasks teachers should be making sure that pupils use the correct vocabulary where possible.</p>

Adaptive Teaching:

The main aim for adaptive teaching within Art & Design is providing appropriate and timely scaffolding to allow for all pupils to access the lesson. The table below identifies some of the ways scaffolding is provided during maths lessons.

Knowledge organisers and worked examples	Simplified versions of Knowledge organisers and examples can be used for those who require them.
Task organisers	Task organisers can be used to help pupils break down the task into manageable chunks.
Physical Resources	Adaptions can be made to accommodate all pupils. i.e. pencil grips can be applied to pencils, colours, paintbrushes for children who require support with fine motor skills. Tasks should be accessible for all children, as the pupils are taking ownership of their own work.
Visual supports	Visuals to be used alongside keywords or word banks to support learning.
Adult support	Teachers are to ask for support from Art & Design lead and SENCo to gather appropriate support. Teachers are to liaise with LSA to make sure that they are aware of their roles during the lesson and what is expected of them.

Additional Intervention:

For some pupils, additional support is required to support the development of pupils Art & Design understanding. The below table identifies the types of additional intervention that may be provided. This provision is planned with support from the SENCo.

Pre-teaching of vocabulary	Pre-teaching vocabulary provides those who need additional support a chance to be introduced the words and meanings that are going to be taught in the lessons. LSA's are to discuss with class teachers for the words and definitions of the vocabulary that needs pre-teaching. Vocabulary chosen should come from the 'Progression of Vocabulary' document and definitions given by the teacher to ensure that the same definitions are used in lessons.
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