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Engage Academy

ART

2022



Nurturing inclusive learning communities



THE CURRICULUM INTENT AND SEQUENCE

1	THE INTENT OF THE CURRICULUM
	<p>At Engage Academy, we value Art and Design as an important part of the children’s entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. We intend for all children to acquire appropriate subject knowledge, skills and understanding as set out in the National Curriculum but split into bronze silver and gold across a 2 year cycle. Pupils are taught at a level appropriate for their ability and need. Our 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.</p>
2	THE IMPLEMENTATION OF THE CURRICULUM
	<p>The teaching and implementation of the Art and Design Curriculum at Engage Academy is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject. The children are taught Art as part of their termly topic work. Areas covered include sculpture mosaics, printing based on topic work, such as nature, Aboriginal art, painting, pointillism, Pop Art and the works of the Impressionist artists. More detail can be found in our Long Term plan. The work of famous local, national and international artists are explored to enhance the children's learning. The children's learning is further enhanced with whole school ‘Big Art’ days when the children have the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.</p>
3	THE IMPACT OF THE CURRICULUM
	<p>Ongoing teacher assessment take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged at the appropriate level of need.</p>

What do our lessons look like?

Ongoing assessment

1. Ask questions.
2. Check understanding.
3. Daily, weekly and monthly review.

Introduction

1. Daily review
2. Recap
3. Retrieval

Pupil activity

1. Guide practice.
2. Obtain a high success rate.
3. Provide scaffolds for difficult tasks.
4. Independent practice.

Teaching input

1. Present new materials using small steps.
2. Provide models.
3. Provide scaffolds for difficult tasks.

Nurture

All lessons are underpinned by the 6 principles of nurture ensuring that:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for the development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

Strategies	What do we expect to see in lessons?
Daily review	Lessons begin with a recap of previously linked learning and retrieval practice.
Present new materials using small steps	New learning is built in small steps at an appropriate level, achievable and repeatable steps to build confidence, competence and retention.
Provide models	Questions are asked to check understanding. A range of questions are asked to challenge children.
Provide scaffolds for difficult tasks	The teacher models the skills first.
Guided practice	Children are given the opportunity to discuss and build on ideas with support.
Obtain a high success rate	Skills are constantly revisited and revised over time to ensure that children achieve age expected skills.
Provide scaffolds for difficult tasks	Teacher provides temporary supports and scaffolds to assist in challenging tasks. Support reduced as children become more confident.
Independent practice	Children have the opportunity to practice regular and independently to transfer the knowledge into their long term memory.
Weekly and monthly review	Constant review through discussion and ongoing assessment.

SKILLS PROGRESSION

Gold	<p>Painting Sketch lightly before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world (Y5)</p> <p>Use the qualities of water colour or acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece (Y6)</p> <p>Use brush techniques and the qualities of paint to create texture (Y5)</p> <p>Develop a personal style of painting, drawing upon ideas from other artists (Y6)</p>	<p>Collage and printing Mix textures (Y5)</p> <p>Combine visual and tactile qualities Use ceramic mosaic materials and techniques (Y6)</p> <p>Build up layers of colours (Y5)</p> <p>Create an accurate pattern, showing fine detail (Y5)</p> <p>Use a range of visual elements to reflect the purpose of the work (Y6)</p>	<p>Sculpture Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations (Y6)</p> <p>Use tools to carve and assess shapes and texture and pattern Combine visual and tactile qualities Use frameworks such as: wire or moulds to prove stability or form (Y5)</p>	<p>Textiles Show precision in techniques (Y5)</p> <p>Choose from a range of stitching techniques (Y6)</p> <p>Combines previously learned techniques to create pieces (Y6)</p>	<p>Drawing Use a variety of techniques to add interesting effects (Y5)</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection (Y6)</p> <p>Choose a style of drawing suitable for the work (Y6)</p> <p>Use lines to represent movement (Y6)</p>	<p>Digital media Enhance digital media by editing (including sound, video, animation, still images and installations)</p>
Silver	<p>Painting Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines (Y3)</p> <p>Mix colours effectively (Y4)</p> <p>Use watercolours to produce washes for backgrounds then add detail (Y3)</p> <p>Experiment with creating mood with colour (Y4)</p>	<p>Collage and printing Use layers of two or more colours (Y4)</p> <p>Replicate patterns observed in the natural or built environment (Y4)</p> <p>Make printing blocks (coiled string on a block) (Y3)</p> <p>Select and arrange materials for a striking effect (Y3) Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage (Y4)</p>	<p>Sculpture Create and combine shapes to create recognisable forms (Y4)</p> <p>Include texture that conveys feeling expression or movement (Y3)</p> <p>Use clay and other mouldable materials (Y3)</p> <p>Add materials to prove interesting detail (Y4)</p>	<p>Textiles Shape and stitch materials (Y3)</p> <p>Use basic cross stitch and back stitch (Y3)</p> <p>Colour fabric (Y3)</p> <p>Create weavings (Y4)</p> <p>Quilt, pad and gather fabric (Y4)</p>	<p>Drawing Use different hardness's of pencils to show line, tone and texture (Y4)</p> <p>Annotate sketches to explain and elaborate ideas (Y3)</p> <p>Sketch lightly (no need for a rubber for mistakes) (Y3)</p> <p>Use shading to show light and shadow (Y4)</p> <p>Use hatching and cross hatching to show tone and texture (Y4)</p>	<p>Digital media Create images, video and sound recording and explain why they were created.</p>
BRONZE	<p>Painting Use thick and thin brushes (Y1) Make secondary colours from primary colours (Y2)</p> <p>Add white to colours to make tints and black to make tones (Y1)</p> <p>Create colour wheels (Y2)</p>	<p>Collage and printing Use a combination of materials that are cut, torn and glued Sort and arrange materials (Y1)</p> <p>Mix materials to create texture (Y2) Use repeating or overlapping shapes (Y2) Mimic print from the environment (Y2) Use objects to create prints (Y1) Press, roll, rub and stamp to make prints (Y1)</p>	<p>Sculpture Use a combination of shapes (Y1) Include lines and texture (Y2)</p> <p>Use rolled up paper, straws, paper card and clay as materials (Y1)</p> <p>Use techniques such as rolling, cutting, moulding and carving (Y2)</p>	<p>Textiles Use weaving to create patterns (Y1) Join materials use glue (Y1) or a stitch (Y2)</p> <p>Use plaiting (Y2)</p> <p>Use dip dye techniques (Y2)</p>	<p>Drawing Draw lines of different size or thickness Colour own work neatly, following the lines (Y1)</p> <p>Show pattern and texture by adding dots and lines (Y2)</p>	<p>Digital media Use a wide range of tools to create different textures, lines, tones, colours and shapes</p>

SKILLS PROGRESSION – DEVELOPING IDEAS

Gold	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas and starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the quality of materials to enhance ideas • Spot potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language
Silver	<ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the quality of materials to enhance ideas • Spot potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language
BRONZE	<ul style="list-style-type: none"> • Develop to ideas and starting points • Collect information, sketches and resources • Adapt and refine ideas as they progress • Explore ideas in a variety of ways

SKILLS PROGRESSION – TAKE INSPIRATION FROM THE GREATS

Gold	<ul style="list-style-type: none"> • Give details about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and other artists • Create original pieces that show a range of influences and styles (Y6)
Silver	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers • Create original pieces that are influenced by the study of others
BRONZE	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers • Use some of the ideas from artist studies to create pieces

Curriculum overview

	Bronze		Silver		Gold	
	Year 1 of 2	Year 2 of 2	Year 1 of 2	Year 2 of 2	Year 1 of 2	Year 2 of 2
Aut 1	Digital media and painting	Painting		Painting	Textiles	Collage
Aut 2		Printing	Textiles		Printing	
Spr 1						Drawing
Spr 2	Drawing		Collage and printing	Drawing		Sculpture
Sum 1	Textiles		Sculpture	Digital media		
Sum 2	Collage	Sculpture			Digital media	