



Milefield Primary School
Approach to teaching of
Art & Design



Intent

Our Art & Design curriculum at MFPS is taught discretely through specific concepts and themes, which is underpinned by the accelerated learning approach to teaching and learning. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are helped to grow and develop to succeed in 21st century Britain and ensure children learn and remember more.

Our progressive curriculum document is split into 3 essential sections and shows the progression from transition (EYFS) to KS2, these are as follows:

- Drawing
- Painting
- 3D sculpture

At MFPS the Art and Design curriculum we offer is designed to meet the needs of all our pupils. It is rich, varied, imaginative and ambitious and meets the needs of individual learners by can easily be adapted for pupils with additional needs.

Implementation

At Milefield Primary we want children to progress by building on their knowledge and skills each year. We believe that children 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.

Our progressive curriculum document reflects this and support our teachers to deliver appropriate lessons for the children they teach. Within our curriculum *subject drivers*, lessons of Art and Design are taught discretely through specific concepts and themes, to ensure depth and rigour in key subject

concepts and context. The Art & Design curriculum is rich and varied and provides our pupils with the skills required for life in the 21st Century. To be successful artists, our pupils are taught specific content as set out on our knowledge organisers. The key concepts, principles and themes have been developed from the National Curriculum into a range of progressive knowledge and skills through which the children are supported to grow and develop. The Accelerated Learning Cycle, based on the work of Alastair Smith, is applied in all lessons. It stems from the idea of a supportive and challenging learning environment. The cycle has active engagement through multi- sensory learning, encourages the demonstrating understanding of learning in a variety of ways and the consolidation of knowing. Our knowledge organisers support the planning and delivery of lessons to ensure children develop a deep, sequential understanding of specific knowledge and are able to apply these in a range of situations.

At MFPS a gather, skills, apply approach to planning and delivery of lessons is taken across school to ensure children develop a deep understanding of specific skills and are able to apply these in a range of situations. This ensures that children learn how to work like an artist as well as acquiring the relevant knowledge and skills to be able to achieve this successfully. Art & Design at Ward Green is delivered through knowledge rich and practical skill based units of work designed by Art & Design and Curriculum Leaders to ensure that all children have the opportunity to study a range of Artists, Media and Artistic Mediums.

Impact

At Milefield Primary , formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their planned teaching. Through this regular ongoing assessment, tasks are matched to the ability of each child through scaffolds, adult support and providing a level of challenge that is stimulating for pupils and questioning skills.

Alongside formative assessment, Insight is used as a summative assessment to assess foundation subjects. The analysis of data from insights, identifies any gaps or misconceptions to be addressed.


Adaptations


At MFPS our curriculum is ambitious for all pupils, including those children with SEND. Curriculum designers and teachers have high expectations of what SEND pupils can achieve and the curriculum is not diluted or unnecessarily reduced for SEND pupils. Every pupil is different and so what works for each pupil varies. Pupil's individual needs are carefully considered and adaptations are planned to ensure the success of pupils. The way that our curriculum is designed ensures that chunks of learning are sequenced in a coherent way to enable all pupils, including those with SEND, to build on prior knowledge. Cognitive overload can be a barrier to learning which is one of the reason why we have chosen half termly curriculum drivers.

Where pupils are identified with having complex needs it may be appropriate to provide a personalised curriculum which will be based on individual needs and will retain ambition for the pupil. Where working memory is an issue for pupils, including those with SEND, we look to reduce extraneous load as much as possible as well as identifying key information when teaching. Adaptations to support individual pupils will be recorded on personal school support plans.

At MFPS we do not assume that pupils with SEND learn content better through practical work as this can cause distraction and cognitive overload rather than increase clarity or accessibility. The curriculum is not narrowed for any pupils. Knowledge is taught and then pupils are provided with opportunities for scientific enquiry to test and investigate the knowledge taught. Pupils' specific needs determine the types of adaptations which are required. These adaptations are in how the subject is taught rather than the content pupils are expected to learn. Where appropriate, learning will be chunked into smaller steps and pre learning and consolidation time is planned in to support need. Time is also planned to ensure pupils with SEND are pre taught vocabulary to support their understanding. Adaptations may include supporting pupils to pay attention to key aspects as well as reducing excessive or unhelpful demands on working memory.

Example knowledge organisers

ARTWORK TERM YEAR 1		<h2>Picture Portraits</h2>	
Subject Driver: Art & Design	Vocabulary Portrait Tone Primary Secondary Tertiary Depth Pigment	Hook:	
Key Concept:  Painting		week 1: Explore paintings of <u>portraits</u> by David Hockney & Pablo Picasso.	
Curriculum Objectives & Key Knowledge: week 1: I know that artists produce different styles of artwork. Knowledge: I know that a portrait is a representation of a person. I know that David Hockney is a world famous living artist from Bradford. I know that Pablo Picasso is a world famous Spanish artist who died in 1973. I know that the style of paintings differ: colour, composition and techniques.		week 2: Identify the style of David Hockney's work and replicate techniques.	
week 2: I can lighten and darken colours without the use of black or white (water colours). I know how to mix a range of secondary colours, moving towards predicting resulting colours. Knowledge: I know that the tone of a colour is how light or dark it is. I understand that the more white of the paper that shows through the paint, the lighter the colour will be. I know that the more pigment in the paint, the darker the paint. I know that primary colours are red, yellow and blue. I know that green, purple & orange are secondary colours. I know how to mix secondary colours using primary colours. I know how to mix an appropriate skin tone. I know what colours used in David Hockney's work.		week 3: Use water colours to create artwork in the style of David Hockney.	
week 3: I can lighten and darken colours without the use of black or white (water colours). I know how to mix a range of secondary colours, moving towards predicting resulting colours. Experiment with a variety of marks: different brush sizes and tones. Knowledge: I know that skin tones vary between people and this can be seen in artwork. I know how to mix colours to replicate skin tones. I know that tone can be used to give depth to a portrait. I know to review my painting when working for extended periods. I know that pressure changes the thickness of painted lines. I know that different sized brushes make different marks and these are used for different purposes.		week 4: Identify the style of Picasso's work and replicate techniques.	
week 4: I know that a colour can be lightened or darkened by adding black or white painting (ready mixed paint). I know how to mix a range of secondary colours, moving towards predicting resulting colours. Knowledge: I know that adding more grey paint to a colour will darken the tone. I know that adding less grey to a colour will lighten the tone. I know how colour can be used in a representational way (not trying to recreated exact tones). I know what colours are used in Picasso's work.		week 5: Use ready-mixed paint to create artwork in the style of Pablo Picasso.	
week 5: I know that a colour can be lightened or darkened by adding black or white painting (ready mixed paint). I know how to mix a range of secondary colour, moving towards predicting resulting colours. Practice using a paintbrush correctly to create different marks. Knowledge: I recognise that Picasso interpreted skin tone and colour differently. I know how to choose colours to represent different areas of a portrait. I know that colour can be used to create depth. I understand how to review my painting, when working for an extended period of time. I know that using different brush strokes be used to create different textures.		week 6: Create an individual piece of art using the skills and influences of studied artists.	
week 6: I know how to create an accomplished final painting that demonstrates use of appropriate skills. Knowledge: I know how to plan a successful composition. I know the purposes of different brushes. I know how different brush strokes can be used for different effects. I know which techniques should be used to achieve my desired goals. I know how to reflect on and refine my work. I know that mistakes and accidents can be integrated within my final piece.		OUTCOME:	

ARTWORK TERM YEAR 4		<h2>The Great Pottery Showdown</h2>	
Subject Driver: Art & Design	Vocabulary Coiling Slabbing Ceramics Pinching Slip join	Hook:	
Key Concept:  3D Sculptures		week 1: Explore a variety of sculptures commonly associated with African culture and Japanese culture - a comparison of these to pottery discovered in Egypt.	
Curriculum Objectives & Key Knowledge: week 1: I can use my sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work. I understand the impact that history and cultures have on the creation of pottery. Knowledge: I know that clay is a natural substance that hardens to create useful ceramics. I know that clay can be used in different ways to create pottery. I know that slab ceramics is prominent in the Japanese culture. I know that coiling is a technique often used in African pottery. I know the historical and cultural significance of ceramics through investigating these cultures.		week 2: To investigate clay using pinching and slabbing technique. Replicating pottery from other cultures (African & Japanese).	
week 2: I know how to replicate historical and cultural techniques for creating pottery. Knowledge: I know that Japanese cultures used slabbing to create pottery. I know how to recreate a pot through the use of slabbing and use equipment safely to do so.		week 3: To explore how shape can be recreated to add to your design using coiling and the slip join.	
week 3: I know how to use pinching to join clay. I know how to use slab as a technique to create pottery. Knowledge: I know that pinching is pressing the thumb into a ball of clay and drawing the clay out into a pot by repeatedly squeezing the clay between the thumb and fingers. Slabbing clay is a technique that includes rolling out slabs of clay and then cutting out pieces and attaching them together. I know and can adapt the Japanese techniques to create my own pottery.		week 4: Comparison of Egyptian, African and Japanese cultured pottery- which design will you apply to your sculpture?	
week 4: I know how to use the coiling technique to create pottery. I know how to create a slip to join clay structures. Knowledge: I know that typical African cultures use coil pottery to create a structure. I know how to imitate a typical African cultured pot through using this design principle. I know that coil is the same given to the long 'sausage/worm' shapes made from rolled out clay. These are used to create a base shape and form a structure. I know how to create these from clay and curl them, so they create a sturdy base, fit for purpose. I know that a slip join is scoring of the clay to create a join. I know that I use these to affix décor or to accentuate my structure.		week 5: An application of skills developed so far focusing on creating own artwork.	
week 5: I know how to decorate, coil, and produce pottery confidently when necessary. I know how to replicate historical and cultural techniques for creating pottery. Knowledge: I know how to use a range of patterns to imprint, and mark marks on the surface of the clay. I know that stippling is the use of a brush to imprint on to wet clay. I know how to use equipment safely: wooden scrapers, clay-boards and rollers. I know that a slip join is scoring of the clay to create a join. I know that I use these to affix décor or to accentuate my structure.		week 6: Reflect and evaluate - is your pottery fit for purpose? How would you adapt the process?	
week 6: I know how to gain more confidence in carving as a form of 3D art. Knowledge: I can reflect upon my design and evaluate its purpose. I know and can explain whether I have used an African or Japanese cultured design and how this can be adapted to suit its purpose.		OUTCOME:	