

# Trefonen Art and Design Curriculum (V7 - May 2021)

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## 1. OUR ART & DESIGN CURRICULUM STRATEGY

Our Art, Craft & Design Strategy begins with the expectations set out for the EYFS Framework (2021) and the National Curriculum (2014) and builds upon them. The National Curriculum sets out expectations for the end of each key stage. It does not set out guidance about content, it does not dictate what should be taught and there are no statutory requirements on how much time should be spent on teaching art and design. That means that our school has significant flexibility to create a programme of learning that best meets the needs of our pupils.

At our school we recognise that Art & Design embodies some of the highest forms of human creativity. Our school's aim for our Art & Design strategy is to engage, inspire and challenge our pupils, equipping them with the knowledge, skills, desire and confidence to experiment, invent and create their own works of art and design. As our pupils progress, they should be able to think critically and develop an increasingly rigorous understanding of art & design. They should develop an increasing understanding of how art and design reflects and shapes our history and contributes to the culture, creativity and wealth of our nation.

In developing our strategy we have drawn on the statutory requirements, best practice from the *Bloomsbury Programme* and lesson specific support materials through *PlanBee*. In organising and scheduling teaching units. We have been mindful of maintaining the integrity of the subject and its specific specialisms, whilst also recognising the importance of connecting learning across the curriculum, to enable pupils to make cross-curricular connections that will support their long-term learning, in line with our School's Curriculum Design Strategy: [https://primarysite-prod-sorted.s3.amazonaws.com/trefonen-ce-primary-school/UploadedDocument/262081de7e4944ab83bffd668cd5eed7/curriculum-design-statement- -final -parentversion -29\\_01\\_19.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/trefonen-ce-primary-school/UploadedDocument/262081de7e4944ab83bffd668cd5eed7/curriculum-design-statement- -final -parentversion -29_01_19.pdf)

At our school we recognise that learning the knowledge and techniques in art and design gives our children an additional language, a 'visual language', that provides another means to express their ideas and process and their thoughts. Art & design lessons provide opportunities for children to learn in ways that differ from other subject areas and support the development of well-rounded children.

## 2. INTENT - AIMS OF OUR ART & DESIGN CURRICULUM

### 2.1 Aims of the EYFS National Strategy & the National Expectations for EYFS, KS1 & KS2 (Statutory Requirements)

The broad aims or expectations for our Art & Design Curriculum are set down in the National Curriculum (2014) and Revised EYFS Framework (2021):

#### 2.1.1 Early Years

Pupils should be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

- Share their creations, explaining the processes they have used
- Make use of props and materials when role playing characters in narratives and stories

### 2.1.2 Key Stage 1

Pupils should be taught:

- To use a range of materials creatively
- To design and make products
- To use drawing, painting and sculpture to develop their ideas, experiences and imagination
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape form and space.
- About the works of a range of artists, craft makers and designers
- How to describe differences and similarities between different practices and disciplines
- How to make links between different practices and disciplines and their work

### 2.1.3 Key Stage 2

Pupils should be taught:

- To develop their techniques
- To develop their control and their use of materials
- To use techniques and materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- To create sketchbooks 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 (e.g. pencil, charcoal, paint, clay)
- About the work of a range of artists, craft makers and designers
- How to describe differences and similarities between different practices and disciplines
- How to make links between different practices and disciplines and their work

## 2.2 Our School's Aims

In addition to the statutory aims of our Art and Design Curriculum, at Trefonen we aim that our Art & Design curriculum will also:

- Inspire and encourage our children to experience art & design as a positive outlet, that is vital to maintaining a happy and healthy lifestyle
- Provide opportunities for children to share and discuss their subjective opinions about their own work and the work of others in a way that is respectful
- Allow children time to create with opportunities to problem solve and review and refine their work
- Teach children disciplinary knowledge and processes with a range of materials
- Provide children with opportunities to explore the potential of different materials and make independent discoveries
- Place art and design in a wider context, making it relatable for our children to make links with current affair and popular culture
- Give children access to knowledge, information and experiences related to specific artworks and artists
- Introduce children to a range of male and female artists from different times and places and artists from different ethnic and cultural backgrounds

- Support children in making links between art and design and their learning in other subject areas
- Allow children to use their own ideas and experience to create work that is valued
- Provide an environment where children feel safe taking risks and are not intimidated by 'getting it wrong'
- Provide opportunities for children to work alone and in collaboration with others
- Enable children to have a sense of pride and achievement
- Help children to make connections between art and design & the world of work by informing them about creative industries and careers that exist
- Empower children to pursue creative endeavours.

### 2.3.1 Equality, Diversity and Protected Characteristics

Through our art and design curriculum provision, we aim to promote **Equality, Diversity and the 'Protected Characteristics'**. We will ensure that the key artists that we study include a balance of male and female artists, artists from different black, Asian and other ethnic minority backgrounds, different cultural backgrounds, and also includes disabled artists.

We will ensure that BAME artists are well-represented in the artists that we study. We aim to include as many BAME British artists as we can (not just global or American artists, e.g. Steve McQueen, [ten Black British artists to celebrate](#))

Wherever possible, BAME people are depicted in the art we study. We aim for at least 30% of the figurative artworks that we study (those that depict people) to depict BAME people (e.g. National Portrait Gallery's list of [BAME sitters](#) and this article: [Reponses to Tate's collection by their BAME network](#) )

Through our studies, we will make cross-curricular links with our history, English and PSHE curriculums, including, discussing why BAME people may be under-represented in historical paintings (e.g. Victorian portraits) even if BAME people lived in Britain at the time.

Artistic traditions and designs from different countries and cultures around the world are represented, including those that are significant to Trefonen pupils, their families and communities. Where appropriate, we will include artistic traditions that are significant to our pupils, their families and communities. We will ensure that these traditions are taught appropriately and sensitively, including ensuring that teachers familiarise themselves with the history and significance of these traditions before teaching them.

## 3 IMPLEMENTATION - KEY CONTENT OF OUR ART & DESIGN CURRICULUM

Each unit of work brings together key disciplinary knowledge, formal elements of art, key artists and art works and connections to the wider world, both past and present.

Our Art & Design curriculum provision is based on 6 main areas of disciplinary knowledge and 6 formal element of art. Each unit of work begins with a specific artist / work of art. Each

unit is designed to progressively build upon children's key skills and their understanding of and developing technique in the formal elements of art.

### 3.1 Key areas of disciplinary knowledge:

1. Drawing
2. Observational drawing
3. Painting
4. Collage
5. Printing
6. Sculpting

### 3.2 Formal elements of art:

(These are the 'ingredients' that make an artwork and should be included within every lesson as far as possible)

1. Pattern
2. Colour
3. Texture
4. Tone
5. Shape
6. Line

### 3.3 Making Connections with the Wider World (*Art History*)

Through our curriculum provision children should develop an increasing understanding of how art and design reflects and shapes our history and contributes to the culture, creativity and wealth of our nation.

They should learn to place art and design in a wider context, making it relatable to their own experiences and help them to make links with current affairs and popular culture.

They should be supported in making appropriate connections (e.g. historical, cultural, religious, equalities, sustainability and other connections) that help them to understand the importance of art in development of our civilization and our world.

### 3.4 Long Term Plan: Study Cycle

Red Cycle	Robins & Nightingales	Wrens	Puffins	Hawks
Aut	<p><u>Drawing</u> Mixed Media</p> <p>Rita Greer – <i>'The Great Fire of London'</i></p>	<p><u>Painting</u> Aboriginal dot paintings – using symbols</p> <p>Walngkura Napanangka – <i>'Tjintjintjin'</i></p>	<p><u>Architecture</u></p> <p>Zaha Hadid – <i>'The World'</i></p>	<p><u>Drawing &amp; Painting</u> Cubism</p> <p>Fernand Leger – <i>'The City'</i></p>
Spr	<p><u>Painting</u> Colours &amp; Painting</p> <p>Henry Matisse – <i>'The Desert: Harmony in Red'</i></p>	<p><u>Sculpture</u> Animal Sculptures</p> <p>Niki de Saint Phalle – <i>'Firebird'</i></p>	<p><u>Printing</u></p> <p>William Morris – <i>'The Strawberry Thief'</i></p>	<p><u>Painting</u> Still Life</p> <p>Willem Kelf – <i>'Still Life with Drinking Horn'</i></p>
Summer	<p><u>Collage</u></p> <p>Paul Klee – <i>'Castle and Sun'</i></p>	<p><u>Printing</u> Famous Landmarks</p> <p>Katsushika Hokusai – <i>'The great wave off Kanagawa'</i> <i>'Mount Fuji'</i></p>	<p><u>Collage</u></p> <p>Henri Matisse – <i>'The Sorrows of the King'</i></p>	<p><u>Printing</u> Portraits</p> <p>Elizabeth Catlett – <i>'The Sharecropper'</i></p>
Blue Cycle	Robins & Nightingales	Wrens	Puffins	Hawks
Aut	<p><u>Drawing</u></p> <p>Van Gogh – <i>'Fishing Boat's &amp; 'Self Portrait'</i></p> <p>Pablo Picasso – <i>Le Hihibou, Le Chameau, Le Chien</i></p>	<p><u>Drawing &amp; Painting</u> Cave Art</p> <p>Lascaux cave paintings</p>	<p><u>Painting</u> Welsh Landscape Farmlands</p> <p>Kyffin Williams – <i>'Mountains Snowdonia'</i> <i>'Snowdon'</i> <i>'Cloudy Day in Snowdonia'</i></p>	<p><u>Painting</u> Impressionism</p> <p>Claude Monet – <i>'Impression'</i> <i>'Sunrise'</i></p>
Spr	<p><u>Painting</u> Painting like Georgia O'keeffe</p> <p>Georgia O'keeffe – <i>'Oriental Poppies'</i></p>	<p><u>Printing</u> Collography</p> <p>Examples of collography plates</p>	<p><u>Collage</u> Human Impact Collage</p> <p>Sarah Eisenlohr – <i>'Preserve'</i> <i>'Settlers'</i></p>	<p><u>Drawing</u> Scientific Illustration</p> <p>Marie Sibylla Merian – <i>'Cotton-leaf Physicnut with Giant Sphinx Moth'</i> Laura McKendry – <i>'Snail'</i> Nan Rae – Various Chinese brush painting</p>
Summer	<p><u>Sculpture</u> Working with Nature</p> <p>Andy Goldsworthy – <i>'Nettle Stalks' &amp; 'Thorns of Hawthorn trees'</i></p>	<p><u>Collage</u> Animal Patterns</p> <p>Beatriz Milharzy – <i>'O Biejo', 'Marasia's, 'Junior Mints', 'Baleza Pura'.</i></p>	<p><u>Sculpture</u> Haida art: Art as family history – Totem Poles</p> <p>Freda Dressing -</p> <p>Henry Moore – <i>'Family Group'</i></p>	<p><u>Sculpture</u> Benin Empire Relief Sculpture</p> <p>Benin Masks</p>

## 3.5 Schemes of Work - Red Cycle

### KS1 – Robins & Nightingales

Term / Red Cycle	Teaching Unit	Formal Elements / Lessons	Key Artworks To be used as stimulus for discussion and practical work	Key Concepts & Vocabulary	Cross-curricular Connections	Useful Links & Supplementary resources
Aut	<b>DRAWING:</b> Mixed Media	Bloomsbury p 19-25 / Plan-Bee Yr1/2 - 'Sparks & Flames' :  Lesson 1: <u>Light &amp; dark</u> Lesson 2: Shape & line Lesson 3: Blending & toning	<b>Rita Greer:</b> <i>The Great Fire of London 1666</i>  2 more to be added	Artist Cross-hatching Draw Line Shape Tone Blend Chalk Pastel	History – Great Fire of London  Geography – How the weather changes through the year	<a href="https://commons.wikimedia.org/wiki/File:8_The_Great_Fire_of_London_1666.JPG">https://commons.wikimedia.org/wiki/File:8_The_Great_Fire_of_London_1666.JPG</a>  <a href="https://planbee.com/collections/all-products/products/sparks-and-flames-great-fire-of-london-art">https://planbee.com/collections/all-products/products/sparks-and-flames-great-fire-of-london-art</a>  <b>Oak Academy Lessons;</b> <a href="https://classroom.thenational.academy/units/drawing-c92d">https://classroom.thenational.academy/units/drawing-c92d</a>  BBC Bitesize- Drawing: <a href="https://www.bbc.co.uk/bitesize/topics/z83bkqt">https://www.bbc.co.uk/bitesize/topics/z83bkqt</a>
Spr	<b>PAINTING 1</b>  Colours and Painting	Bloomsbury p32 - 38 <u>Lesson 1:</u> Mixing primary colours <u>Lesson 2:</u> Warm and Cool Colours <u>Lesson 3:</u> Imaginary Landscape	<b>Henry Matisse:</b> <i>The Desert: Harmony in Red</i>	Hue Manufactured Mood Primary Colours Secondary Colours Tempera	Geography – The United Kingdom	Plan-Bee Yr1/2 - 'Colour Creations' : <a href="https://planbee.com/collections/art/products/colour-creations">https://planbee.com/collections/art/products/colour-creations</a>  BBC Bitesize: painting: <a href="https://www.bbc.co.uk/bitesize/topics/zdbg87h">https://www.bbc.co.uk/bitesize/topics/zdbg87h</a>  <a href="http://www.bbc.co.uk/education/guides/za7thyc/revision/6">www.bbc.co.uk/education/guides/za7thyc/revision/6</a>  www.colour matters.com./colour-and-science
3 Sum	<b>COLLAGE</b>	<b>Bloomsbury p 45 – 50</b> <u>Lesson 1:</u> Imaginary Places <u>Lesson 2:</u> Shapes to cut and stick <u>Lesson 3:</u> Collage	<b>Paul Klee:</b> <i>Castle and sun</i>	Collage Imagination Memory Musician Painter	<b>Local History - Chirk Castle</b>  <b>Geography - Zambia</b>	

## KEY STAGE 1/2 – Wrens

Term / Red Cycle	Teaching Unit & Skill Area	Formal Elements / Lessons	Key Artworks To be used as stimulus for discussion and practical work	Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
Aut	<b>PAINTING</b> Aboriginal dot paintings: using symbols	Bloomsbury p115-120 <u>Lesson 1:</u> Symbols <u>Lesson 2:</u> Dot Painting <u>Lesson 3:</u> Dot painting story	<b>Walangkura Napanangka:</b>  <i>'Tjintjintjin'</i> (DesertRiverSea)	Aborigines Cross-hatching Dot painting Dreamtime Indigenous Regional Symbols	History - Ancient Civilisations Geography – Seaside Writing – Talk for writing / using symbols to tell a story	Plan-Bee: 'Australian Aboriginal Art' <a href="https://planbee.com/collections/art/products/australian-aboriginal-art">https://planbee.com/collections/art/products/australian-aboriginal-art</a>
Spr	<b>SCULPTURE 2:</b> Animal Sculptures	Bloomsbury p57 - 61 <u>Lesson 1:</u> Fairy Tale Animals <u>Lesson 2:</u> Making a three-dimensional form <u>Lesson 3:</u> Animal Sculptures	<b>Niki de Saint Phalle:</b>  <i>Firebird, fibreglass and steel</i>	Colourful Inspire Materials Sculptor Sculpture Self-taught Three-dimensional	<b>History - Elizabethans</b>  Geography – Spain (Additional unit: Park Guell, designed by Gaudi)  PSHE: Gender equality	Plan-Bee: 'Animal Art'? <a href="https://planbee.com/collections/all-products/products/animal-art">https://planbee.com/collections/all-products/products/animal-art</a>  (Bloomsbury pages 128 – 132: Antoni Gaudi : Architecture & deign)  Oak Academy lessons: <a href="https://classroom.thenational.academy/units/sculpture-93b1">https://classroom.thenational.academy/units/sculpture-93b1</a>
Sum	<b>PRINTING:</b> Printing famous landmarks	Bloomsbury p98 – 103 <u>Lesson 1:</u> Line Drawing  <u>Lesson 2:</u> Making the printing tile  <u>Lesson 3:</u> Printing	<b>Katsushika Hokusai:</b> <i>The great wave off Kanagawa</i>  <i>Mount Fuji</i>	Edo Period High art Landmark Original printmaker Tsunami Woodblock print	<b>Local History - Trefonen</b>  Geography – Rivers & Water Cycle	Oak Academy Lessons: <a href="https://classroom.thenational.academy/units/printmaking-e273">https://classroom.thenational.academy/units/printmaking-e273</a>

## KS2 – Puffins

Term / Red Cycle	Teaching Unit & Skill Area	Formal Elements / Lessons	Key Artworks <i>To be used as stimulus for discussion and practical work</i>	Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
Aut	<b>ARCHITECTURE:</b>	Bespoke Unit - TBC	Zaha Hadid: (Female British-Iraqi Architect)  <i>'The World'</i>		History – Ancient Civilisations: Greece  Geography – Seaside / Rural Comparison: Llandudno	
Spr	<b>PRINTING</b>	Bloomsbury p 149 – 154 <u>Lesson 1:</u> Observational Drawing  <u>Lesson 2:</u> Design Creation  <u>Lesson 3:</u> Transfer Pattern	William Morris: <i>'The Strawberry Thief'</i>	Arts & Crafts Movement Decorative arts Direct observation Handmade crafts Industrial Revolution Natural pigment Pattern Production	History – Victorians  Geography – France	Plan Bee: William Morris <a href="https://planbee.com/collections/art/products/william-morris">https://planbee.com/collections/art/products/william-morris</a>
Sum	<b>COLLAGE</b>	Bloomsbury pages 80 – 83 <u>Lesson 1:</u> Painting paper <u>Lesson 2:</u> Meticulous Cutting <u>Lesson 3:</u> Directing a balanced composition	Henri Matisse: The Sorrows of the King (1952)	Balanced composition Homage Meticulously Symbolise	History – Local Heroes  Geography – Rivers & the Water Cycle: Flooding  PSHE/Equalities - Disability	

#### 4.4 KS2 - Hawks

Term / Red Cycle	Teaching Unit & Skill Area	Formal Elements / Lessons	Key Artworks <i>To be used as stimulus for discussion and practical work</i>	Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
Aut	<b>DRAWING &amp; PAINTING:</b>	Bloomsbury p 68 - 73 <u>Lesson 1:</u> What Leger did, fragments of my locality <u>Lesson 2:</u> Selecting colours to evoke a mood <u>Lesson 3:</u> This semi-abstract area of mine	<b>Fernand Leger:</b> <i>The City (1919)</i>	Cubist Geometric Form Geometric shapes Industrial Revolution Juxtapose Semi-abstract	Geography – City: Liverpool	Plan-Bee - ‘City Scapes’ <a href="https://planbee.com/collections/all-products/products/cityscapes">https://planbee.com/collections/all-products/products/cityscapes</a>
Spr	<b>PAINTING: Still Life Painting</b>	Bloomsbury p155 - 160 <u>Lesson 1:</u> Composition  <u>Lesson 2:</u> Colour Wash  <u>Lesson 3:</u> Texture & Detail	<b>Willem Kalf:</b> <i>Still Life with Drinking Horn ( 1653)</i> <i>(Dutch painter)</i>	Composition Exotic Imported Inanimate objects Opulence Still life Texture	Geography - Holland:	Oak Academy Lesson: <a href="https://classroom.thenational.academy/lessons/still-life-drawing-showing-recall-of-skills-and-knowledge-learnt-70r32d">https://classroom.thenational.academy/lessons/still-life-drawing-showing-recall-of-skills-and-knowledge-learnt-70r32d</a>
Sum	<b>PRINTING: Portraits</b>	Bloomsbury p.171 - 175	<b>Elizabeth Catlett:</b> <i>The Sharecropper</i>	Civil Rights Movement Linoleum cut Mural Plantation	PSHE: Citizenship / Equalities	<a href="https://www.youtube.com/watch?v=h6fXUFWp3Vg">https://www.youtube.com/watch?v=h6fXUFWp3Vg</a> <a href="https://www.moma.org/collection/works/8189">https://www.moma.org/collection/works/8189</a> <a href="https://www.youtube.com/watch?v=OsMexl8T8jM">https://www.youtube.com/watch?v=OsMexl8T8jM</a>

## 3.6 Schemes of Work - Blue Cycle

### Robins & Nightingales Class

Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
Artist Cross-hatching Draw Line Shape Tone	History - Grace O'Mallet	BBC Bitesize: Vincent Van Gogh: <a href="https://www.bbc.co.uk/bitesize/clips/zdyr87h">https://www.bbc.co.uk/bitesize/clips/zdyr87h</a> BBC Bitesize: Pablo Picasso: <a href="https://www.bbc.co.uk/bitesize/clips/z7b9jxs">https://www.bbc.co.uk/bitesize/clips/z7b9jxs</a> Van Vogh's self-portrait: <a href="http://www.vangoghmuseum.nl/en/collection/d043V1962r">www.vangoghmuseum.nl/en/collection/d043V1962r</a> Fishing boats ... <a href="http://www.wikiwand.com/en/Saintes-maries_(Van-Gogh_series)">www.wikiwand.com/en/Saintes-maries_(Van-Gogh_series)</a> Van Vogh's self-portrait: <a href="http://www.vangoghmuseum.nl/en/collection/d043V1962r">www.vangoghmuseum.nl/en/collection/d043V1962r</a> Plan-Bee Yr1/2 - 'Colour Creations' <a href="https://planbee.com/collections/all-products/products/colour-creations">https://planbee.com/collections/all-products/products/colour-creations</a> Plan-Bee Yr1/2 - 'Self-Portrait' <a href="https://planbee.com/collections/all-products/products/self-portrait">https://planbee.com/collections/all-products/products/self-portrait</a>
Detail Enlarge Simplify Texture	History - Walter Tull  Other Links: Science - Plants & insects Writing - Descriptive writing /poetry inspired by the life of a bee	<a href="http://www.tate.org.uk/what's-on/tate-modern/exhibition/georgia-okeefe">www.tate.org.uk/what's-on/tate-modern/exhibition/georgia-okeefe</a>  <a href="http://www.georgiaokeefe.net">www.georgiaokeefe.net</a>  <a href="http://www.youtube.com/watch?v=v7lawD38Qy4">www.youtube.com/watch?v=v7lawD38Qy4</a>  <b>Alison Conde's Bee Painting?</b>
Decay Landscape Natural Form Sculptor Sculpture Temporary	History – Explorers or Exploiters?	Plan-Bee Yr1/2 - 'Andy Goldsworthy' <a href="https://planbee.com/collections/all-products/products/andy-goldsworthy">https://planbee.com/collections/all-products/products/andy-goldsworthy</a> BBC Bitesize – Sculpture: <a href="https://www.bbc.co.uk/bitesize/topics/zjrcwmn">https://www.bbc.co.uk/bitesize/topics/zjrcwmn</a> Oak Academy Lessons: <a href="https://classroom.thenational.academy/units/sculpture-93b1">https://classroom.thenational.academy/units/sculpture-93b1</a>

KS2 – Wrens Class Year 2/3 (Blue)

Teaching Unit	Skill Area	Formal Elements / Lessons	Key Artworks <i>To be used as stimulus for discussion and practical work</i>	Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
<b>AUT</b>	<b>DRAWING &amp; PAINTING:</b>	Bloomsbury p26 – 31 <u>Lesson 1:</u> Cave Wall <u>Lesson 2:</u> Cave Drawings <u>Lesson 3:</u> Cave Art	Any images from the Lascaux cave paintings. Preferably, that shows a range of animals.	Engrave France Hunt Mineral Prehistoric Stone Age	<u>History</u> Ancient Civilisations: Stone Age to Iron Age	<a href="http://www.lascaux.culture.fr/?lng=en#/en/00.xml">www.lascaux.culture.fr/?lng=en#/en/00.xml</a>  <a href="http://www.visual-arts-cork.com/artist-paints/prehistoric-colour-palette.htm">www.visual-arts-cork.com/artist-paints/prehistoric-colour-palette.htm</a>  Oak Academy Lessons: <a href="https://classroom.thenational.academy/units/painting-29e7">https://classroom.thenational.academy/units/painting-29e7</a>
<b>SPR</b>	<b>PRINTING</b>	Bloomsbury p62 – 66 <u>Lesson 1:</u> Designing a plate <u>Lesson 2:</u> Collography <u>Lesson 3:</u> Printing	An example of a collography plate.	Collography Print Texture	<u>History</u> Ancient Sumer	Examples of collographic prints: <a href="http://www.barbaragarririson.com/collographJumpPage.html">www.barbaragarririson.com/collographJumpPage.html</a>  Oak Academy Lessons: <a href="https://classroom.thenational.academy/units/printmaking-e273">https://classroom.thenational.academy/units/printmaking-e273</a>
<b>SUM</b>	<b>PAINTING, COLLAGE &amp; PRINTING: Animal Patterns</b>	<b>Bespoke Plan - Lessons - TBC</b>	<b>Beatriz Milharzy (Brazilian Artist)</b>		History – The Maya  Geography – Brazilian Rainforests	Plan Bee: ‘Investigating Patterns’: <a href="https://planbee.com/collections/art/products/investigating-patterns">https://planbee.com/collections/art/products/investigating-patterns</a>

KS2 – Puffins Class Year 4/5 (Blue)

Teaching Unit	Skill Area	Formal Elements / Lessons	Key Artworks To be used as stimulus for discussion and practical work	Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
AUT	<b>PAINTING:</b> Welsh Landscape & Farmlands	Bespoke Plan - TBC	<u>Kyffin Williams:</u>  'Mountains, Snowdonia'  'Snowdon'  'Cloudy day in Snowdonia'	TBC	Local History Geography – Hills & Mountains: Equalities: Disability - Epilepsy	June 2018, 50-minute BBC Television documentary, <i>Kyffin Williams: The Man Who Painted Wales</i> <a href="https://www.bbc.co.uk/programmes/b0b7mndq">https://www.bbc.co.uk/programmes/b0b7mndq</a>  'Land against the light': <a href="https://www.bbc.co.uk/programmes/p00f4959">https://www.bbc.co.uk/programmes/p00f4959</a> Kyffin Williams Gallery: <a href="https://artuk.org/discover/artworks/search/actor:williams-kyffin-19182006">https://artuk.org/discover/artworks/search/actor:williams-kyffin-19182006</a>
SPR	<b>COLLAGE:</b> Human Impact Collage	Bloomsbury p176 – 180 <u>Lesson 1:</u> Humans and their environment <u>Lesson 2:</u> A narrative composition <u>Lesson 3:</u> A series of collages	<u>Sarah Eisenlohr:</u>  'Preserve' (2012) 'Settlers' (2012)	Collage Digitally manipulated Global environment Graphic designer Narrative Permanent Scale	Geography – Earthquakes & Climate Change	<a href="http://www.sarahheisart.tumblr.com/post/2739091368/settlers">www.sarahheisart.tumblr.com/post/2739091368/settlers</a>  <a href="http://www.society6.com/sarahheisenlohr">www.society6.com/sarahheisenlohr</a>
SUM	<b>SCULPTURE:</b> How is art used to commemorate family history / ancestry?  Canadian Totem Poles  Henry Moore: Family Unit Sculptures	Bloomsbury p166-170 <u>Lesson 1:</u> Preliminary Sketches <u>Lesson 2:</u> Building a totem or a maquette <u>Lesson 3:</u> Totem or Family group sculptures	<u>Haida artists:</u> Freda Diesing Emily Carr Ellen Neel  <u>Henry Moore:</u> 'Family Group', bronze 1949	Haida Totem Family Commemorate Ancestry Lineage Rights Privilege Conventional Family unit Maquette Sculptor Semi-abstract	Geography - Canada	<a href="https://en.wikipedia.org/wiki/Freda_Diesing">https://en.wikipedia.org/wiki/Freda_Diesing</a>

KS2 – Hawks Class Year 5/6

Teaching Unit	Skill Area	Formal Elements / Lessons	Key Artworks To be used as stimulus for discussion and practical work	Key Concepts & Vocabulary	Cross-curricular Connections	Support Materials & Useful Links
AUT	<b>PAINTING:</b> Impressionism	Bloomsbury pages 92 - 97 <u>Lesson 1:</u> Painting Skills <u>Lesson 2:</u> En plein air <u>Lesson 3:</u> Painting a series	<b>Claude Monet</b> <i>'Impression' &amp; 'Sunrise', (1872)</i>	Box Easel Brushstroke En plein air Exhibition Impression Impressionism Revolutionised Salon Shade Tint	Geography – Hills & Mountains: National Parks	Plan-Bee - 'Monet & the Impressionists': <a href="https://planbee.com/collections/art/products/monet-and-the-impressionists">https://planbee.com/collections/art/products/monet-and-the-impressionists</a>
SPR	<b>Drawing:</b> Scientific Illustration	Bloomsbury pages 161 -165 <u>Lesson 1:</u> Specialist Species <u>Lesson 2:</u> Composition <u>Lesson 3:</u> Scientific Illustration	<b>Marie Sibylla Merian</b> <i>Cotton-Leaf Physicnut with Giant Sphinx Moth</i>  <b>Laura McKendry</b> <i>Snail</i>  <b>Nan Rae</b> <i>Chinese Brush Painting-Variou</i>	Botanical Artist Entomologist Illustration Life cycle Metamorphosis Naturalist Scientific illustrator Precise Precision	History Shang Dynasty  Geography – Volcanoes & Climate Change  Science	<b>Video 'Painting a Butterfly'</b> <a href="https://www.youtube.com/watch?v=RKZGzWx4GB8">https://www.youtube.com/watch?v=RKZGzWx4GB8</a>  <b>Chinese butterfly paintings: google link</b>  <a href="https://lauramckendry.com/">https://lauramckendry.com/</a>
SUM	<b>SCULPTURE</b> Benin Empire - Relief Sculpture	<u>Lesson 1:</u> The Benin Empire  <u>Lesson 2:</u> Cardboard Techniques  <u>Lesson 3:</u> Idia in cardboard relief	Benin ivory Queen Mother pendant mask: Lyaba – carved elephant ivory mask- shaped hip pendant, inlaid with iron and bronze, sixteenth century.	Empire Invasions Merchant Oba Pendant Relief Trading	History – Benin  Geography – South American Rainforests	Bloomsbury pages 86 – 91  What can we learn from the art of Benin?: <a href="https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z84fvcw">https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z84fvcw</a>

This Scheme of Work has been prepared by Trefonen Primary School.

## 4. IMPACT

### 4.1 Knowledge, Skills, Progress and Assessment

#### 4.1.1 Knowledge:

- Children are taught the disciplinary knowledge that they need at an age appropriate level, as
- Children should be helped to store new knowledge in their long-term memory so that they can retrieve (remember) it when they need to use it
- The amount of knowledge that a child has should build as they move through the school.
- Knowledge is stored in the long-term memory. For new knowledge to stick, it needs to be built upon strong and accurate foundations i.e. '*schemata*' (understood concepts)
- Children need to have frequent and regular opportunities to retrieve their knowledge and use it, such as through low stakes quick quizzes

#### 4.1.2 Skills:

- Skill cannot be taught, teaching is an input, skill is an out-put!
- Skill is the outcome of the repeated correct practice / practical application of correct knowledge
- Skill increases over time through repeated correct practice and correct application in different contexts.

#### 4.1.3 Progress:

- Progress means that children **know more, can do more and remember more than they did before.**

#### 4.1.4 Assessment:

- Assessment is not data, tick boxes or a collection of documents.
- Assessment is a live process that identifies increasing knowledge and the increasing correct application of knowledge.
- Assessment should also identify misconceptions.
- The teacher should take note of individual pupil's progress to provide guidance for future teaching and learning and for reporting at the end of the school year.
- The Units within the Scheme of Work will form in art an aspect of the record of art taught.
- Coherence of assessment across the school is supported by discussion and consultation between staff, guided by the art subject leader.
- Gathering evidence of pupil attainment is an integral part of assessment, which is built into the schemes of work.

#### 4.1.5 Misconceptions:

- Misconceptions are the result of the incorrect application of knowledge.
- Misconceptions must be identified and corrected as soon as possible. Teachers need to be honest and explicit.
- Teachers should avoid praising children's efforts where they have made misconceptions. In praising the effort, the teacher is embedding the misconception. This will most likely result in the child continuing to repeat the same mistake.
- Where misconceptions are not corrected, children develop an incorrect or false '*schemata*' based on their misconception. The incorrect / false model will then become the child's recognised '*schemata*'. The misconceptions will become embedded and will be the model that the child continues to use. The result is s/he will continue to make the same mistakes over and over again and continue to get it wrong.

## 4.2 Monitoring & Evaluation

Evidence of impact will be gathered through

- direct observation of children at work,
- questioning pupils or listening to their conversations, including through focus groups
- by assessing pupils their sketches and finished pieces of artwork.

The art leader monitors teaching and progress in art by:

- informal discussions with staff and pupils; formal focus groups
- work scrutiny - assessing work and progress;
- observing lessons / lesson drop-ins
- feedback

During the initial phase of the implementation of this new scheme, teachers will be asked to complete an end unit evaluation

The Subject leader will submit a short annual statement to the Governing Body at the end of each year.

## 5 APPENDICES:

### 5.1 Appendix A - Map of key areas of disciplinary knowledge:

		Cycle A	Cycle B
		<b>Main Skills Area</b>	<b>Main Skills Area</b>
<b>N&amp;R</b>	<b>Aut</b>	Drawing	Drawing
	<b>Spr</b>	Painting	Painting
	<b>Sum</b>	Collage	Sculpture
<b>W</b>	<b>Aut</b>	Painting	Drawing & Painting
	<b>Spr</b>	Sculpture	Printing
	<b>Sum</b>	Printing	Painting, Collage & Printing
<b>P</b>	<b>Aut</b>	Painting	Architecture
	<b>Spr</b>	Printing	Collage
	<b>Sum</b>	Collage	Sculpture
<b>H</b>	<b>Aut</b>	Drawing & Painting	Painting
	<b>Spr</b>	Still Life Painting	Drawing & Painting
	<b>Sum</b>	Printing	Sculpture

## 5.2 Appendix B – Map of key artworks and artists

Each unit will introduce key artists and artworks as modelled examples of the art genre:

<b>Red Cycle</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Robins &amp; Nightingales</b>	<p><b>Vincent Van Gogh:</b> <i>Fishing Boats at Saintes-Maries-de-la-Mer</i> <i>Self-portrait , in pen &amp; ink (1887)</i></p> <p><b>Pablo Picasso:</b> <i>Le Hibou (The Owl)</i> <i>Le Chameau (The camel)</i> <i>Le Chien (The dog)</i> Vincent Van Gogh</p>	<p><b>Henry Matisse:</b> <i>The Desert: Harmony in Red</i></p>	<p><b>Paul Klee:</b> <i>Castle and sun</i></p>
<b>Wrens</b>	<p><b>Walangkura Napanangka:</b> <i>‘Tjintjintjin’</i></p>	<p><b>Niki de Saint Phalle:</b> <i>Firebird, fibreglass and steel</i></p>	<p><b>Katsushika Hokusai:</b> <i>The great wave off Kanagawa</i></p>
<b>Puffins</b>	<p><b>Zaha Hadid:</b> (Female British-Iraqi Architect) <i>‘The World’</i></p>	<p><b>William Morris:</b> <i>The Strawberry Thief</i></p>	<p><b>Henri Matisse:</b> <i>The Sorrows of the King (1952)</i></p>
<b>Hawks</b>	<p><b>Fernand Leger:</b> <i>The City (1919)</i></p>	<p><b>Willem Kalf:</b> <i>Still Life with Drinking Horn (1653 - Dutch painter)</i></p>	<p><b>Elizabeth Catlett:</b> <i>The Sharecropper</i></p>
<b>Blue Cycle</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Robins &amp; Nightingales</b>	<p><b>Rita Greer</b> <i>The Great Fire of London 1666</i></p>	<p><b>Georgia O’Keeffe:</b> <i>Oriental Poppies</i></p>	<p><b>Andy Goldsworthy:</b> <i>Nettle Stalks</i>  <i>Thorns of hawthorn trees</i></p>
<b>Wrens</b>	<p><b>Claude Monet</b> <i>‘Impression’ &amp; ‘Sunrise’, (1872)</i></p>	<p>An example of a collography plate.</p>	<p><b>Beatriz Milharzy - (Brazilian Artist)</b></p>
<b>Puffins</b>	<p><b>Kyffin Williams:</b> <i>‘Mountains, Snowdonia’</i> <i>‘Snowdon’</i> <i>‘Cloudy day in Snowdonia’</i></p>	<p><b>Sarah Eisenlohr:</b> <i>‘Preserve’ (2012)</i> <i>‘Settlers’ (2012)</i></p>	<p><b>Haida artists:</b> Freda Diesing Emily Carr Ellen Neel <b>Henry Moore:</b> <i>‘Family Group’, bronze 1949</i></p>
<b>Hawks</b>	<p><b>Claude Monet</b> <i>‘Impression’ &amp; ‘Sunrise’, (1872)</i></p>	<p><b>Marie Sibylla Merian</b> <i>‘Cotton-Leaf Physicnut with Giant Sphinx Moth’</i> <b>Laura McKendry</b> <i>‘Snail’</i> <b>Nan Rae</b> <i>‘Butterfly’ (Chinese Brush Painting-Various)</i></p>	<p>Benin ivory Queen Mother pendant mask: Lyaba – carved elephant ivory mask- shaped hip pendant, inlaid with iron and bronze, sixteenth century.</p>