

**ART AND DESIGN  
AT  
ALMOND HILL JUNIOR  
SCHOOL  
2023-2024**



## SUBJECT INTENT STATEMENT

At Almond Hill Junior School we believe our art and design curriculum should enable children to explore their creative ideas and express them confidently using a range of media. We seek links with our feeder infant school to gain a knowledge of art and design learning at KS1 and it is intended that taught skills build on previous teaching across the key stage.

We aim to teach children to use a range of tools respectfully to represent their artistic ideas, to reflect on their outcomes and those of others and to refine them.

Children will be encouraged to use different media to enhance the presentation of their work and this will be celebrated through discussion and display.

We will encourage children to develop an understanding and opinion of art in its different forms and learn something of the artists, crafts people and architects who have created works of art; their cultural and historical context.

Our aim is for children to appreciate the contribution art and design makes to every day life and how personal expression through art can convey mood and feelings.

Our vision is that children should know how art and design has contributed to the culture and creativity of our world and how it continues to do so today.

### Curriculum development:

- Introduction of diverse artists throughout history.
- Expectation for children to analyse and critique art using the 'language of art'
- Expectation for children to apply the taught 'principles of art'

## Implementation

Art and design is taught within topic blocks with teaching based on 6 skill areas: drawing, painting, printmaking, texture, 3D and pattern following a cross curricular approach.

In teaching these skills there will be a focus on use of colour, line, tone, shape and form.

Skills will be specifically taught using a range of tools\* and wherever possible the work of 'real'; artists will be used to illustrate the range of outcomes that may be achieved through the different techniques. Children use sketch books to develop and refine their ideas

\*Relevant health and safety requirement will be adhered to.

### Adaptations for SEND pupils:

As a school we aim to provide an inclusive art and design curriculum which is accessible for all pupils. Lessons may need to be adapted to provide appropriate provision for pupils with SEND. This could be in the form of any of the following:

- Adapted tasks
- Adapted resources /equipment
- Reduced/ extended space to use
- Additional support

## Topics Across Almond Hill

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Drawing: Introduce sketchbook. Experiment with pencil	Art still life (observation, hatching, use of different pencils, paint mixing primary/secondary colours		Water colour Landscapes.
Autumn 2	Cave drawings (mixing paint, colour wheel) Mammoth models			Paint/pastel/washes Silhouettes (display work)
Spring 1	Art linked to writing project	Art linked to writing project	Art linked to writing project	Art linked to writing project
Spring 2	Sculpture Roman Pottery Clay		Sculpture Mixed media Natural media	Printing

Summer 1			Mixed media (photo/pencil/paint/oil pastel/water colour.	
Summer 2		Collage - photo realism		
Referenced Artists	Emma Bridgewater	Picasso Cezanne	Kandinsky Eileen Agar Henry Moore Architecture: literacy topic rebuilding of London (Raven Boy) Oliver Kilby	William Morris Escher Andy Goldsworthy Antonio Gaudi

### Progression of Skills in Art and Design

#### Years 3- 6

Year 3	Year 4	Year 5	Year 6
Vocabulary	Vocabulary	Vocabulary	Vocabulary
line, bold, wavy, curved, sketch, colour wheel, tone, shape, portrait, landscape, proportion, shape, symmetry, frame, size, outline, primary colour, brush stroke, illustrate, mark making, pressure, design, imagine, feature, great artist, mosaic, bright, dull, pale, detail, poster paint, 2D, 3D	All year 3 plus:  secondary colours, tone, shade/light, cross hatch, technique, still life, curved, form, texture, collage, position, distance, direction, pattern, surface, observe, overlap, contrast, research	All year 3 and 4 plus:  pencil grade, sculpture, sculpt, statue, abstract, realistic, impressionist, perspective, foreground, background, horizon, harmonious, linear, complementary colours, mixed media, architect, designer, construct, genre, three dimensional	All year 3, 4, 5 plus:  hue, landscape, seascape, adjacent, naturalistic, prominent, intensity, apply, motif, relief, palette, template,

### Whole School Progression of Skills

	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Can control a pencil with increasing confidence. Can draw simple sketches. Can experiment with different types of line to create a	Can work from imagination with a pencil (including different grades of pencil). Can draw whole sketches.	Can use a range of pencil grades and begin to explore other medias. Can begin to create depth in a composition through	Can use a range of drawing media including different grades of pencil, pastel, charcoal etc. Can use perspective in their drawings.

	<p>composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form). Can draw the layout of the face.</p> <p><b>GDS</b> To add contrast through simple shading. Can add simple details to a face e.g. hairs of eyebrows, freckles.</p>	<p>Can solidify infill shapes with coloured pencils and can produce a range of tones with each. Can express different feelings through drawing. Can draw a face with the correct proportions e.g. nose, eyes and mouth correctly placed</p> <p><b>GDS</b> Can confidently work from imagination. Can draw whole sketches with detail of surrounds (i.e. including the background).</p>	<p>the use of very simple perspective. Can experiment with shading techniques (light/dark - pencil). Can confidently work from observation. Can draw a face and body outline with the correct proportions.</p> <p><b>GDS</b> Can choose a shading technique that is most appropriate to range of drawings. Can confidently use shading techniques.</p>	<p>Can select different techniques for different purposes: shading, smudging, etc. Can draw a face and body with more detailed features in proportion.</p> <p><b>GDS</b> Can choose from a selected range of media: different grades of pencil, pastel, charcoal etc. Can consider scale and proportion in compositions: figures and faces, landscapes etc. Can draw a range of figures in motion.</p>
<b>Painting</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Can use paint and resources correctly. Can experiment with colour mixing results with some accuracy - colour wheel. Can hold and use a brush to produce marks appropriate for work e.g. teaching how to use dots and dashes.</p> <p><b>GDS</b></p>	<p>Can use paint and equipment given correctly with increasing confidence. Can use the colour wheel to mix different shades of the same colour. Can understand how to use tints and tones - to lighten and darken with the use of black and white. Can competently work with different consistencies of paint.</p> <p><b>GDS</b></p>	<p>Can use tones and shades of colour (tints) in their work. Can confidently apply paint to large flat areas and choose appropriate brushwork to the method of painting. Can use colours and their relationships - e.g. hot and cold colours . Can confidently work from direct observation.</p> <p><b>GDS</b></p>	<p>Can replicate patterns, colours and textures in their work. Can confidently work from imagination. Can begin to use different kinds of paints (poster, watercolour etc.) Can paint using a limited palette - e.g. shades of 1 colour only.</p> <p><b>GDS</b></p>

	<p>Begin to use colour washes to build up thicker layers and paint detail.</p> <p>Can predict colour mixing results with increasing accuracy - colour wheel</p>	<p>Can begin to use tones and shades of colour (tints) in their work.</p>	<p>Can relate different colours to feelings and use this in their work</p>	<p>Can use mixed media experimentations in their work: e.g. working on a surface made up of torn pasted pieces, working on cardboard, involving biro and coloured pencils.</p> <p>Can use perspective in their paintings and compositions</p>
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<b>Exploring</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Can use their sketch books to explore their own ideas and show them.</p> <p>Can use visual and other information for their work.</p>	<p>Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes.</p> <p>Can identify the different forms art takes: books, pictures, wallpaper, fabrics, 3D etc.</p>	<p>Can create sketch books and to record their observations and begin to use them to review and revisit ideas.</p>	<p>Can create sketch books to record their observations and use them to review and revisit ideas.</p>

<b>Evaluating</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Can comment on differences and similarities in their own work and the work of others.</p> <p>Can adapt and improve their own work.</p>	<p>Can look at and talk about the work of other artists.</p> <p>Can begin to use the work of great artists as a starting point for their own.</p> <p>Can research other artists and form opinions on their work.</p>	<p>Can comment on ideas, methods and approaches in their own work and the work of others.</p> <p>Can relate ideas, methods and approaches to context in which a work was created.</p> <p>Can adapt and improve their own work to realise their own intentions.</p>	<p>Can look at and talk about the work of other artists (about great artists, architects and designers in history).</p> <p>Can adapt and refine their work to reflect and their view of its purpose and meaning.</p> <p>Can analyse and comment on ideas, methods and approaches in their</p>

				own and others work relating these to context.
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