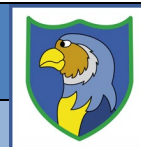


Art and Design at Falconhurst School



Intent for our Artists

At Falconhurst, in art, craft and design, we want our children to be creative and engaged with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should be critical thinkers and develop a deeper understanding of the subject as well as art forms that have shaped our history and culture.

Characteristics of an Artist

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| <ul style="list-style-type: none"> • The ability to use visual language skillfully and convincingly (for example line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality. • The ability to communicate fluently and tactile form • The ability to draw confidently and adventurously from observation, memory and imagination • The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media • An impressive knowledge and understanding of other artists, craftsmakers and designers | <ul style="list-style-type: none"> • The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings • Independence, initiative and originality which they can use to develop their creativity • The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected • The ability to reflect on, analyse and critically evaluate their own work and that of others • A passion for and commitment to the subject. |
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Implementation of Art and Design

Our pupils are expected to organise their knowledge, skills and understanding around the following learning hooks (key concepts).

1. Develop ideas
2. Master techniques
3. Take inspiration from the greats

These key concepts (learning hooks for children), underpin the learning in each milestone. This enables pupils to reinforce and build upon prior learning, make connections to new learning and develop subject specific language.

The vertical accumulation of knowledge and skills typically expected from Years 1 to 6 is mapped below

Essential National Curriculum Opportunities Key Stage 1	Essential National Curriculum Opportunities Key Stage 2		
Use experiences and ideas as the inspiration for artwork Share ideas using drawing, painting and sculpture Explore a variety of techniques Learn about the work of a range of artists, artisans and designers	Use experiences, other subjects across the curriculum and ideas as inspiration for artwork Develop and share ideas in a sketchbook and in finished products Improve mastery of techniques Learn about the great artists, architects and designers in history		
Essential Learning Objectives	Milestone 1 End of Year 2	Milestone 2 End of Year 4	Milestone 3 End of Year 6
To develop ideas	Develop ideas from given starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop.	Develop ideas from starting points throughout the curriculum Collect information, sketches and resources Adapt and refine ideas as they progress Comment on artworks using visual language	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources and present ideas imaginatively in a sketch book Use the qualities of materials to enhance ideas Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language

To master techniques	Painting	Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.	Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Use watercolour paint to produce washes for backgrounds then add detail Experiment with creating mood with colour	Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create visually interesting pieces Combine colours, tones and tints to enhance the mood of a piece Use brush techniques and the qualities (e.g. thickness, colour intensity) of paint to create texture Develop a personal style of painting, drawing upon ideas from other artists
	Collage	Use a combination of materials that are cut, torn and glued. Mix materials to create texture.	Select and arrange materials for effect Ensure work is precise Use coiling, overlapping, tessellation, mosaic and montage	Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities Use ceramic mosaic materials and techniques
	Sculpture	Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Use clay and other mouldable materials Add materials to provide interesting detail	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations Use tools to carve and add shapes, texture and pattern Combine visual and tactile qualities Use frameworks (such as wire or moulds) to provide stability and form
	Drawing	Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.	Use a range of sketching pencils to show tone and texture Annotate sketches to explain and elaborate ideas Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow Use hatching and cross hatching to show tone and texture.	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) Use a choice of techniques to depict movement, perspective, shadows and reflection Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Use lines to represent movement
	Print	Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.	Use layers of two or more colours Replicate patterns observed in natural or built environments Make printing blocks (e.g. from coiled string glued to a block) Make precise repeating patterns	Build up layers of colours Create an accurate pattern, showing fine detail Use a range of visual elements to reflect the purpose of the work
	Textiles	Use weaving to create a pattern. Join materials using glue and/or a stitch. Use plaiting.	Shape and stitch materials Use basic cross stitch and back stitch Create weavings Quilt, pad and gather fabric	Show precision in techniques Choose from a range of stitching techniques Combine previously learned techniques to create pieces
	Digital media	Use a wide range of tools to create different textures, lines, tones, colours and shapes.	Create images, video and sound recordings and explain why they were created	Enhance digital media by editing (including sound, video, animation, still images and installations)
To take inspiration from the greats	Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces.	Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others	Give details (including own sketches) about the style of some notable artists, artisans and designers Show how the work of those studied was influential in both society and to other artists Create original pieces that show a range of influences and styles	

Evaluating the Impact of our Art and Design curriculum on pupils' outcomes

Through the explicit teaching of the Art skills, both the teachers and pupils assess their learning continuously throughout the lesson and over time. At the end of the unit, pupils use their Learning Passports to reflect on their knowledge and understanding. Our assessment systems enable teachers to make informed judgements about the depth of their pupils' learning and the progress that they have made over time.

Talking with children throughout the year, helps us to understand their progress whilst sharing opportunities and ambitious aspirations with them. Some examples of careers which they could aspire to as an Artist are wardrobe master, Curator, Illustrator, Furniture Designer, Fashion Designer...



