

Holywell School Curriculum Overview

Key Stage 2 Curriculum Overview – Art

Curriculum Intent

To provide our pupils with an inspiring, exciting and rewarding art education, building an understanding and appreciation for art, craft and design (and their associated skills) as well as enriching pupil's lives with a sense of wonder and creativity.

The department will offer an environment and working ethos where pupils will be able to:

Develop creativity and imagination through visual, tactile and sensory experiences

Explore, experiment and develop a positive growth mindset

Produce expressive and creative responses that communicate their ideas, feelings and meaning

Develop knowledge of a variety of approaches, techniques and materials will ultimately enhance their own practice

Explore ideas and meanings in the work of artists, craftspeople, architects and designers

Learn about the diverse roles and functions of art, craft and design and in the contemporary world and in different times and cultures

Work in a calm, caring, stimulating and inspiring environment where individual needs of pupils are addressed

Develop pride in their work and exhibit work regularly around the school

We hope our pupils leave Holywell with the sense that Art making and appreciation is a source both of meaning and pleasure.

Term	Year 5	Year 6
Autumn term	<p>Title of Unit: Exploring the elements – Observational drawing and painting Main Focus: To learn about, to explore and learn how to use colour, texture, value, shape, line, form and space in painting and drawing.</p> <p>By the end of this unit students will have learned:</p> <p>Formal elements focus – Line, shape, texture, form, tone. Experimenting and exploring with these and applying these elements in their own work. Techniques and Skills- Drawing: Tonal pencil drawings. Painting: Colour mixing, learning primary, secondary, tertiary colours, tints and shades and brush techniques. Painting of soft toy. Knowledge of Artists and Art Movements: Learning about significant artists through videos used to introduce the formal elements. Begin to introduce to various art movements. Critical Thinking and Analysis: Discussing and evaluating their own work and that of others. Learning to use art vocabulary to describe and interpret artworks.</p>	<p>Title of unit: Nature in Art – Sculpture and photography. Collaboration. Main focus: To be inspired and influenced by nature and the work Andy Goldsworthy. To explore with material, process and form to create a final piece.</p> <p>By the end of this unit students will have learned:</p> <p>Formal elements focus – Line, shape, texture, colour, form and pattern. Applying these elements in their own work. Techniques and Skills: Sculpture: Basic techniques in shaping and joining natural materials. Drawing: Pencil, pen, oil pastels, watercolour crayons, charcoal. Painting: Watercolour leaf paintings. Colour mixing, brush techniques. Materials and Processes: Understanding materials, process and form linked to artist. Creativity and Imagination: Developing original ideas and themes in their artwork. Encouraging personal expression through various forms of art.</p>

Holywell School Curriculum Overview

	<p>Cultural Understanding: Exploring art from different cultures and historical periods. Understanding how art reflects and influences the culture and time in which it was created.</p> <p>Keywords: colour, value, form, shape, space, line, texture, painting, sketching, control, observation, tints, shades</p> <p>Values: Tolerance, service, care</p>	<p>Knowledge of Artists and Art Movements: Learning about Andy Goldsworthy and other environmental artists.</p> <p>Critical Thinking and Analysis: Discussing and evaluating their own work and that of others. Learning to use art vocabulary to describe and interpret artworks.</p> <p>Cultural Understanding: Exploring art from different cultures and historical periods. Understanding how art reflects and influences the culture and time in which it was created.</p> <p>Keywords: material, process, form, Andy Goldsworthy, Environmental, nature, natural, position, placement, colour, arranging, research, collaboration</p> <p>Values: Community, forgiveness, service</p>
Evidence of learning	<p>Assessment Focus: Exploring and recording ideas. Presenting, media and materials. What are the seven fundamental elements of art? How do artists use them? How can I use them?</p> <p>Assessment 1- Drawing - An observational pencil sketch of a soft toy</p> <p>Assessment 2- Painting - An observational painting of a soft toy</p>	<p>Assessment focus: Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating.</p> <p>Who is Goldsworthy? How can I be inspired by nature (colour, form)? What processes does the artist use? Where will I work and why? How can I improve my final piece?</p> <p>Assessment 1 - Research Goldsworthy</p> <p>Assessment 2 – Sculpture - Explore materials, process and form developing a final (best) outcome</p>
Links to prior learning	KS2 National curriculum	<p>Developing knowledge of sculpture artists, land artist and environmentalists</p> <p>Use of sketchbook</p> <p>Recall and revise colour theory and painting skills</p>
Links to future learning	<p>Understanding and using the formal elements of art</p> <p>Explore line, shape, colour, texture, form and value with a variety of media and materials</p> <p>Use sketchbook to explore and experiment with formal elements</p> <p>Explore with colour mixing – including tints, tones, shades</p> <p>Identify what is needed to improve work</p>	<p>Understanding and using the formal elements of art</p> <p>Developing use of sketchbook to generate, develop, research and record observations</p> <p>Explore and develop own ideas from artist influence.</p> <p>Annotate ideas with thoughts</p> <p>Comment on ideas and methods used by artists</p>
Spring term	<p>Title of Unit: Shape and colour - Matisse– Painting and collage</p> <p>Main Focus: To create a cut out inspired by Matisse with an effective composition</p> <p>By the end of this unit students will have learned:</p>	<p>Title of unit: SATs Monsters – Illustration, imaginative drawing and painting</p> <p>Main focus: To explore own thoughts and feelings about SATs. To be influenced by the illustrator David Litchfield. To express own emotion in an imaginative SATs Monster illustration.</p>

Holywell School Curriculum Overview

	<p>Formal elements focus – Line, shape, texture, form, tone and colour. Applying these elements in their own work.</p> <p>Techniques and Skills: Drawing: Exploring and creating free form shapes and Matisse style shapes in pencil. Painting: Gradual colour mixing, understanding primary, secondary, and tertiary colours, brush techniques. Collage – Collage ‘cut out’ from various papers and paintings.</p> <p>Materials and Processes: Experimenting with paint, collage and composition. Understanding how different materials can be used to create different effects.</p> <p>Creativity and Imagination: Developing original ideas and themes in their artwork. Encouraging personal expression through various forms of art.</p> <p>Knowledge of Artists and Art Movements: Learning about Matisse and Fauvist movement.</p> <p>Critical Thinking and Analysis: Discussing and evaluating their own work and that of others. Learning to use art vocabulary to describe and interpret artworks.</p> <p>Cultural Understanding: Exploring art from different cultures and historical periods. Understanding how art reflects and influences the culture and time in which it was created.</p> <p>Key words- Matisse, Colour, collage, mixing, blending, value, inspiration, geometric (shape), free form (shape), gradual</p> <p>Values – Compassion, humility</p>	<p>By the end of this unit students will have learned:</p> <p>Formal elements focus – Line, shape, texture, colour, tone, pattern. Applying these elements in their own work.</p> <p>Techniques and Skills: Drawing: Imaginative illustrations. Pencil and pen. Painting: Colour wash, wet on wet painting. Brush control.</p> <p>Materials and Processes: Experimenting with a variety of materials to create details and texture. Understanding how different materials can be used to create an effective illustration.</p> <p>Creativity and Imagination: Developing original ideas and a final outcome based on their thoughts and feelings. Developing personal expression.</p> <p>Knowledge of Artists and Art Movements: Learning about Illustrators. Local illustrator David Lichfield focus.</p> <p>Critical Thinking and Analysis: Discussing and evaluating their own work and that of others. Learning to use art vocabulary to describe and interpret artworks.</p> <p>Cultural Understanding: Understanding how art reflects and influences the culture and time in which it was created. How artists use social media.</p> <p>Keywords- Illustrate, illustrator, illustration, watercolour, imagination, imaginative, creature, creative, emotions, feelings, representation</p> <p>Values – Kindness, love</p>
<p>Evidence of learning</p>	<p>Assessment Focus: Influence, analysing and evaluating. Presenting, media and materials.</p> <p>Who is Henri Matisse? What is a cut out? How can I use shape, space and colour to create an effective composition?</p> <p>Assessment 1- Artist research</p> <p>Assessment 2- Final Collage– A cut out inspired by Henri Matisse</p>	<p>Assessment focus: Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating.</p> <p>Who is David Litchfield? How can I be influenced by his style? What will my SATs Monster look like? How do I feel? How can I add colour, line, texture, shadow effectively?</p> <p>Assessment 1- Development of ideas for SATs Monster using artist influence, research and annotations</p> <p>Assessment 2 – Illustration - Final SATs Monster</p>
<p>Links to prior learning</p>	<p>KS2 National curriculum</p>	<p>Use of sketchbook and artists influence</p> <p>Increased knowledge and understanding of different types of artists and careers – Illustrators</p> <p>Creating ideas from imagination and linked to personal expression</p>

Holywell School Curriculum Overview

<p>Links to future learning</p>	<p>Understanding and using the formal elements of art Explore line, shape, colour with a variety of media and materials Use sketchbook to draw, design, investigate, explore and experiment with ideas Explore with colour mixing – including gradual colour blending Research facts about an artist Describe the artist and their work Understanding how personal experience impact artistic style Identify what is needed to improve work</p>	<p>Understanding and using the formal elements of art Using sketchbook to generate, develop, research ideas Developed control of a range of media from memory, imagination and observation Developed control of both paint and brush Compare work with the work of artists and others to improve own work</p>
<p>Summer term</p>	<p>Title of Unit: Creating dreamtime - Sculpture and painting Main Focus: To create an Aboriginal inspired mixed media art work. To paint a story using symbols. To mix and paint tertiary colours. To use slab pottery to create an aboriginal animal sculpture.</p> <p>By the end of this unit students will have learned: Formal elements focus – Line, shape, colour, form and pattern. Applying these elements in their own work. Techniques and Skills: Drawing: Pencil and charcoal sketches of symbols to create a story. Painting: Colour mixing, tertiary colours, how to create natural ‘earthy’ colours, brush techniques and creating dots. Sculpture: Slab pottery technique, cutting, shaping and mark marking in clay. Materials and Processes: Experimenting paint and colour. Understanding how different materials can be used to create different effects. Creativity and Imagination: Developing original ideas and themes using symbols to tell a story Knowledge of Artists and Art Movements: Learning about Aboriginal art and other ancient forms of art. Critical Thinking and Analysis: Discussing and evaluating their own work and that of others. Learning to use art vocabulary to describe and interpret artworks. Cultural Understanding: Exploring Aboriginal art, its origins and historic value. Understanding how art reflects and influences the culture and time in which it was created.</p>	<p>Title of Unit: Our Ocean – Sculpture, observational drawing, painting, printmaking, photography Main Focus: To explore and develop skillset, sketching, painting and printing (shells and water) and design and make a fish sculpture from clay. To create a mixed media final piece photograph.</p> <p>By the end of this unit students will have learned: Formal elements focus – Line, shape, texture, tone, form, colour. Applying these elements in their own work. Techniques and Skills: Drawing: Observational drawings of shells, pencil, pen, oil pastel, charcoal, graphic markers. Painting: Recreating the effect of water, reflection, creating movement in paint. Colour mixing and blending, tints, shades and tones. Developing brush techniques. Creating texture. Sculpture: Pinch pot and shaping, and joining clay. Score and slip method. Printmaking: Relief poly print of shells. Photography: Final composition. Materials and Processes: Experimenting with a variety of materials and understanding how different materials can be used to create different effects. Creativity and Imagination: Abstract thinking of our impact on the environment. Encouraging personal expression through clay sculpture. Knowledge of Artists and Art Movements: Learning about significant artists- Turner, Van Gogh, Hambling, Ivancenko. How they paint water in their own style. Critical Thinking and Analysis: Discussing and evaluating their own work and that of others. Learning to use art vocabulary to describe and interpret artworks. Visualising how their final piece will look. Cultural Understanding: Exploring art depicting water from different cultures and historical periods.</p>

Holywell School Curriculum Overview

	<p>Keywords: Australia, Aboriginal, Ancient, meaning, tertiary colours, natural, symbols, story, dots, slab pottery, creature</p> <p>Values: Community, faith</p>	<p>Keywords: ocean, reflection, perspective, pollution, clay, pinch pot, score and slip, expression, mixed media, photography</p> <p>Values: Compassion, grace</p>
Evidence of learning	<p>Assessment Focus: Exploring and recording ideas. Presenting, media and materials. What is Dreamtime? What do Aboriginal symbols mean? What is slab pottery? How can I model and join clay successfully? What are 'earthy' colours? How do I mix them?</p> <p>Assessment 1- Sculpture of an aboriginal style animal</p> <p>Assessment 2 – Mixed media final piece - Dreamtime painting with clay animal mounted onto it</p>	<p>Assessment Focus: Exploring and recording ideas. Presenting, media and materials. Influence, analysing and evaluating. How can I make a 2D sketch appear 3D? How can I recreate the colours, textures and reflections of water? What is clay and how can I model it?</p> <p>Assessment 1- Mixed media sketches/prints of shells. Seascape painting.</p> <p>Assessment 2- A pinch pot fish clay sculpture and mixed media photograph</p>
Links to prior learning	KS2 National curriculum	<p>Recall knowledge and understanding of using clay</p> <p>Recall, revise and develop drawing and painting skill and technique</p> <p>Using an artist for inspiration</p> <p>Art history and timeline</p>
Links to future learning	<p>Understanding and using the formal elements of art</p> <p>Explore line, shape, colour, pattern, texture and form with a variety of media and materials</p> <p>Research and find inspiration for own ideas</p> <p>Knowledge, understanding and developed skill of colour mixing – including tints, tones, shades</p> <p>Understanding and experience using clay – Slab method</p> <p>Understanding and developing cultural and historic knowledge of art</p>	<p>Understanding and using the formal elements of art.</p> <p>Explore and develop own ideas from research and annotate ideas with thoughts.</p> <p>Widening knowledge of a range of artists</p> <p>Increase control of a range of methods and media – pencil, oil pastel, pen, paint and clay</p> <p>Understanding and using varied methods and tools to control and join materials – Pinch pot, score and slip.</p>
<p>Reading in the curriculum (Literacy & Vocabulary)</p> <p>Opportunities to develop and enhance reading in Art include - Reading (LO, SC, keywords) aloud to class. Subject specific vocabulary shared, follow me tasks, researching and reading about artists we are studying, peer marking, displays to support projects, art library.</p>		
<p>Careers in the curriculum</p> <p>The art curriculum and SOWs refer to and develop knowledge of the following careers in the art world - Architectural Illustrator, Book Illustrator, Graphic Illustrator, Fine artist (Painter), Printmaker/Screen printer, Fashion Photographer, Food photographer, Portrait Photographer, Animator, Concept Artist, Digital Illustrator, YouTube Video Creator, Mosaic Designer, Potter / Ceramic designer, Stain Glass Window designer, Architect, Interior designer, Typographer, Advertising director/designer, Fashion designer, Graphic Novel Author , Art Critic, Food stylist</p>		

Holywell School Curriculum Overview

Protected Characteristics in the curriculum

Holywell's Art curriculum and extra-curricular provision is designed to ensure there are artistic opportunities for all our students, regardless of race; gender; where they live; their levels of artist talent; parental income; whether they have special educational needs or disabilities; and whether they are looked after children. The curriculum covers a diverse range of artists, designers and craftspeople from a wide ranging historical, cultural and geographical context.

Safeguarding including safety in the curriculum

Safeguarding students in art lessons involves several key practices. Firstly, ensure the classroom is equipped with proper ventilation and safety equipment like aprons, first aid kit and washing facilities. We teach students how to handle tools and materials correctly, emphasizing safe practices with items like scissors, knives, paint, adhesives and clay. We supervise activities closely, providing clear instructions and demonstrations. Additionally, we implement a no-running policy to prevent accidents and regularly inspect and maintain equipment to ensure it is in good condition. Within the art department we foster an inclusive and respectful environment, addressing any issues promptly. This comprehensive approach ensures a safe and supportive art education experience.

Values across the curriculum

The art curriculum promotes and develops many of our Holywell values regularly - Equality, Courage, Responsibility, Resilience, Self-worth and Self-Regulation, Respect, Joy and Peace. Each project has a focus on two or three other values- See above. These are woven into individual lesson plans to promote our values further.

Spirituality

The art curriculum explores artists and themes that develop an understanding and belief that art is bigger than us in the classroom. Art is ... everywhere for everyone! Art is creation, innovation, expression, emotional, empathetic. Art is design, music, poetry and history. Art is yours. We explore why artists create - Personal, religious and political belief. Wars, conflicts, and consumerism. Through personal experiences, struggles, expression and representation. Artists examine their own beliefs and try to make sense of the current moment. The art curriculum allows us to explore ourselves, others and the world with wonder and creativity and art can shape how we live our lives. It develops key life skills (see below) that are transferable across the curriculum. Art develops a sense of awe and wonder- Seeing beauty in the mundane. Noticing patterns, colours in nature and design. Pupils work in a calm, caring, stimulating and inspiring environment and produce work for meaning and enjoyment.

Sustainability

Looking at artists who use natural materials to create art.
Year 8 Fast fashion- consumerism and demand. Our ocean project- Plastic rubbish
Recycling old books and magazines into art
Reusing scrap paper
Recycling bins in room

Transferable life skills developed through art

Creativity Observation Self-expression
Focus and Discipline Patience and Perseverance Collaboration
Risk taking Imagination Curiosity

How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, in their sketchbooks, homework, end of unit assessments and in class assessments.

Holywell School Curriculum Overview

Parents/Carers can support their child by:

Sharing your artistic preferences with your child, going to art galleries, supporting your child in creating art at home and encouraging your child to attend an extra-curricular art club.

The following websites are useful for supporting your child with KS2 curriculum Art.

<https://www.bbc.co.uk/bitesize/subjects/z8tnvcw>

<https://www.tate.org.uk/kids>

<https://www.nationalgallery.org.uk/>