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| Subject | Art and Design |
| Overview Intent | <p>At St. Keverne School we follow the National Curriculum for Art and Design.</p> <p>Aims:</p> <ul style="list-style-type: none"> ● produce creative work, exploring their ideas and recording their experiences ● become proficient in drawing, painting, sculpture and other art, craft and design techniques ● evaluate and analyse creative works using the language of art, craft and design ● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms |
| Planning provision Implementation | <p>How are lessons, schemes of work, units sequenced to help make pupils progress?</p> <p>How is Art timetabled, delivered, staffed & resourced?</p> <p>At St. Keverne, we have rolling programmes at both KS1 and KS2.</p> <p>In Art, children have opportunities to paint, draw, print, and make collages, use fabrics and threads, history of art and paper fold. They are taught the skills and techniques and then are given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of the others in order to learn from their experiences. Children have benefited hugely from working with local artists.</p> <p>Art is taught on a weekly basis. Schemes of work are planned to incorporate a progression of skills within each strand of the subject.</p> <p>Inventories of equipment and resources are carried out termly.</p> |
| Example of sequence of learning | <p>How does Art build on prior knowledge & understanding?</p> <p>Progression of skills is built upon throughout the year groups to ensure that pupils grasp the processes specified in each programme of study.</p> <p>KS1: History link - Theme Mary Anning- Fossil hunter</p> <p>Lesson 1: Painting dinosaurs. Use pictures of dinosaurs as reference - build upon prior knowledge of mark making to make marks shapes and patterns to emulate the texture of dinosaur skin.</p> |

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| | <p>Lesson 2: Silhouette/colour mixing. Use prior knowledge of colour mixing to blend sunset sky. Contrast with silhouette of hand drawn dinosaur.</p> <p>Lesson 3: Make a clay fossil. Use a range of tools and objects to experiment with and build upon prior knowledge of mark marking onto a clay slab.</p> <p>Lesson 4: Make a relief Plaster of Paris fossil. Use playdough to create a mould, talk about the effects of the process when the adult pours the plaster of Paris into their moulds.</p> <p>Lesson 5: Create a dinosaur skeleton. Use simple images of dinosaur skeletons, talk about the shapes of the skeletons and bones. Use paper straws, scissors and glue to recreate the shapes.</p> <p>Lesson 6: Make a dinosaur collage. Use a range of materials to produce and talk about the different textures of a dinosaur.</p> <p>KS2- An art movement (E.g. surrealism)</p> <p>Lesson 1: Introduction: Look at paintings by a range of artists. Mark making with graded pencils, naming types of marks. Shaded 3D effect.</p> <p>Lesson 2: Sketch book drawing: Look at self-portraits, discuss features and proportions. Look at different grades of pencils to shade.</p> <p>Lesson 3: Artist study 1: Explain background of surrealist movement, what the artists explored. Show images of paintings of this particular movement (E.g. The lips sofa and the lobster phone for Surrealism) Discuss what makes it surreal. What is their opinion of it.</p> <p>Lesson 4: Artist Study 2: (E. g. Dali) Introduce – biography of artist. Compare with other artists of the movement. Look at and discuss a range of his art work. Then focus on portraits & what makes them surreal? What do they observe? What colours have been used? What materials? Chn annotate a portrait of their choice.</p> <p>Lesson 5: Sketchbook drawing – Chn to design their own surrealist artwork. Discuss and share surreal ideas with the class. Discuss composition and the relative size/location of objects as well as the colours they intend to use.</p> <p>Lesson 6: Sketchbook painting – Discuss with children how to mix paints, the primary and secondary colours and the concept of tones. Model mixing. Children will select appropriate paints and mix paints to use in their work and apply to drawings. Chn to paint and modify or add to art work they created the previous week</p> |
| Assessment Impact | <p>By the end of each key stage, pupils will be expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Sketch books will show a progression of skills learnt.</p> |
| CPD | <p>How do we ensure teachers are equipped?</p> <p>Staff meetings, CPD and training where appropriate.</p> |