

Art & Design Curriculum

Intent

At Jotmans Hall, we intend our high quality Art & Design curriculum to be fully inclusive to every child. Our aims are not just to fulfil the requirements of the National Curriculum for Art & Design; providing a broad, balanced and differentiated curriculum but one that offers the skills and inspiration to give all children the confidence to express themselves artistically.

We intend to inspire in pupils a curiosity and fascination about the art world, its many styles, movements and fields as well as cultural, political and social aspects. Children learn to understand and appreciate the work of artists, designers, architects and craftspeople and look at the way they have shaped the future and expressed the world through their eyes. Art & Design reflects society and changing times, encapsulating past and present. Children are offered adventures in media, colour, pattern and technique and be given the skills to make them their own, develop a critical eye and be able to develop their work, take risks and celebrate their own style.

Implementation

| | Autumn | Spring | Summer |
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| EYFS ELG | Explores colour and how colour can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. captures experiences and responses with a range of media | Explores what happens when they mix colours, experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Chooses particular colours to use for a purpose. | Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed. Children use what they have learnt about media and materials in original ways, thinking about their uses and purposes. They represent their own ideas thoughts and feelings through art, talk about the processes which have led them to make design and images. They can talk about features of their own and other's work, recognizing the differences between them and strengths of other's. |

| | | Autumn | Spring | Summer |
|-----------------|--------|----------|----------|----------------|
| Year 1/2 | Year A | Drawing | Collage | Textiles |
| | Year B | Printing | Painting | Sculpture/Clay |

| Year 1/2 | What are we learning? | Vocabulary | What knowledge and understanding will we gain? | What key skills will we learn? | How will these be assessed? |
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| <p>Autumn – Year B</p> <p>Printing</p> | <p>What is printing?</p> <p>What tools and techniques do we use?</p> <p>How can we get different effects?</p> <p>What kind of images print well?</p> <p>Which image printed the way I liked it to look?</p> | <p>printing, press, block, roller, stamp, printing ink, transfer, image, overprint, polystyrene , objects, texture, relief, clear, simple, pattern, outline</p> | <p><i>Know that printing is the process of transferring an image from one place to another</i></p> <p><i>Understand the process of relief print making to dig into the polystyrene tile</i></p> <p><i>Understand the image needs to be clear and simple to be effective</i></p> <p><i>Understand that the greater pressure applied to the roller then the clearer the image</i></p> | <p>Study prints by artists such as Matisse , Andy Warhol</p> <p>Look at patterns created in African and South American artwork</p> <p>Explore simple portraits, animals, patterns and objects in the natural world</p> <p>Sketch to explore images and how to simplify them to the printing tile</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers.</p> |
| <p>Spring - Year B</p> <p>Painting</p> | <p>How can I paint what I see and make it look real?</p> <p>How do you hold a paintbrush?</p> <p>Which paintbrush suits which purpose?</p> <p>What effects can I achieve with different types of paint?</p> <p>What can I add to paint to change it?</p> <p>What are the primary colours and how can I mix them?</p> | <p>poster paint, watercolour, acrylic, oil, brush, wash, primary, secondary, mix, complimentary, foreground, background, middle ground, lighter, darker, mood, blend, tone</p> | <p>Know that the primary colours are red, blue and yellow</p> <p><i>Know that the secondary colours are mixed from the primary</i></p> <p><i>Know how to make a wash</i></p> <p><i>Know how to hold a paintbrush</i></p> <p><i>Know to choose a bigger paintbrush to cover a large space and a smaller paintbrush for smaller detail</i></p> | <p>Make recognisable images (drawing in pencil first)</p> <p>Use the appropriate colour (if observational work)</p> <p>Mix paint to match intended colour</p> <p>Add white or black to lighten and darken</p> <p>Use correct terminology for parts of their painting</p> <p>Add sand/glue/sawdust and experiment with texture</p> <p>Study the work of Van Gogh, Henri Rosseau, Kandinsky, Lowry</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |

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| <p>Summer – Year B</p> <p>Sculpture/Clay</p> | <p>Where does clay come from? What can we do with clay? How can clay help us to create art? How can we use clay tools? How can we change clay? How can we join clay? How can we decorate and finish clay? How do other artists use clay?</p> | <p>clay, slip, soft, hard, firing, air dry, moisture, texture, press, dig, scoop, indent, pattern, image, mold, shape, measure, tile, roll</p> | <p>Understand that clay will dry out and harden</p> <p>Know that clay is a naturally occurring material , found under the ground</p> <p>Understand that clay can be modelled by hand and also have images and patterns pressed into it</p> <p>Identify objects that are made from clay</p> | <p>Learn to shape and mold clay into balls, sausages and flatten with a rolling pin. Pull out shapes.</p> <p>Explore using clay tools to create different textures and patterns</p> <p>Learn to join clay using slip (water and clay mixed to a runny paste) and making joining parts textured to create a better bond.</p> <p>Paint clay when dry and finish with PVA or varnish</p> <p>Study the work of contemporary sculptors- Barabara Hepworth, Henry Moore, Eva Rothschild, Eduardo Paolozzi, Alexander Calder</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |
| <p>Autumn – Year A</p> <p>Drawing</p> | <p>How can we draw what we see? How do we draw portraits? How can we use pencils, charcoal, pen, chalk or pastel for different effects? How can we use line to create pattern and texture? How do other artists draw?</p> | <p>pencil, pen, thickness, control, pastel ,chalk, charcoal, light, dark, smudge, blend, thick lines , thin lines, outline, solid colour,</p> | <p>Demonstrate how to hold a pencil/drawing medium properly</p> <p>Know that charcoal is made from burnt wood</p> <p>Recognise that pencil and pen give a hard edge whereas pastel , chalk and charcoal give a softer line</p> <p>Recognise that the face can be rounder, squarer , heart shaped or oval</p> <p>Understand how to space out key features on the face (See knowledge organiser)</p> | <p>Explore abstract line journeys with different drawing mediums and different colours of paper</p> <p>Learn to smudge and blend chalk, charcoal and pastel</p> <p>Explore the effects of different mediums on different paper, esp black for chalk and pastel.</p> <p>Practice observational drawing on simple objects , including portraits and self portraits</p> <p>Study artists treatment of drawing -Picasso, Van Gogh, Modigliani</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |

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| | | | Understand that drawing is the first stage with most artwork and for most artists | Explore using unusual colours for objects, including bold colours such as those used in Fauvism | |
| Spring – Year A Collage | <p>What is collage? What can I use in collage? What do other artists use in collage? What effects can I create? What real or imagined images can I create? How can I create texture? How can I attach my elements?</p> | <p>collage, texture, glue, scissors, rip, tear, shred, fringe, fold, curl, scrunch, bend, coil, tone, colour, pattern, image, real, imagined, abstract, overlap, media, thick, thin, tissue, fabric, card, rough, smooth, soft, fluffy, grainy, shiny</p> | <p>Understand that collage is artwork created from a blend of materials and techniques</p> <p>Recognise that collage creates texture in a way that other artforms cannot</p> <p>Know how to attach collage items to paper</p> <p>Understand that collage can be planned or exploratory</p> <p>Know how to describe the textures in their collage</p> | <p>Learn to cut, fold, bend, rip and tear for effect</p> <p>Learn to curl paper Create patterns</p> <p>Create real or imagined images, from a drawing</p> <p>Overlap tissue to create colour</p> <p>Learn to create landscapes with different textures, colours and media</p> <p>Explore how the texture of some media suits the mood or image being created</p> <p>Study the work of Matisse, Braque, Andy Goldsworthy</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |
| Summer – Year A Textiles | <p>What kinds of fabrics are there? What can we do with fabric? What techniques can we learn to use with fabric? How do artists and craftspeople and designers use fabric in their work?</p> | <p>cotton, felt, wool, silk, leather, thread, needle, weave, loom, colour, pattern, contrast</p> | <p>Know some different types of fabric</p> <p><i>Know that some fabrics are natural and some man-made</i></p> <p><i>Identify some properties of fabric-stretchy, shiny, thick</i></p> <p>Know that cotton, wool and silk are woven in threads to make fabric</p> <p>Watch a video of wool, cotton or felt being made</p> | <p>Learn to cut different fabrics and notice which fray and don't fray, link this to which are woven</p> <p>Learn to weave first with paper, add details</p> <p>Weave wool around twigs to create webs, add found objects or from a small circle cut out of a and trimmed to the rest of the paper plate.</p> <p>Learn to use weaving skills on a card loom with lengths of fabric</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |

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| | | | | <p>Realise that the tighter the weaving, the thicker and stringer the fabric is produced</p> <p>Choose fabrics in order to create a specific effect, thick then thin, use contrasting colours etc.</p> <p>Study the fabrics created by Alexandra Bircken, Enid Marx or the patterns in fabric of Peruvian textiles</p> | |
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| | | Autumn | Spring | Summer |
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| Year 3/4 | Year A | Drawing | Collage | Textiles |
| | Year B | Printing | Painting | Sculpture/Clay |

| Year 3/4 | What are we learning? | Vocabulary | What knowledge and understanding will we gain? | What key skills will we learn? | How will these be assessed? |
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| Autumn – Year A Drawing | What drawing skills do I need to improve on? How can I make things look more realistic? How can I use different kinds of pencil as well as other mediums? What effects can I create with pencil? Can I use charcoal and pastel to make outlines? | HB, B pencil softness/hardness, graphite, pastel, chalk, charcoal, shading, cross hatching, hatching, bracelet shading | Know that there are portraits and self-portraits and that these show neck and shoulders Know that there are ways to mark out features of the face Identify different softness/hardness of pencil Identify different shading styles | Explore how to set out portraits and add shading under eyes, lips and nose Investigate how to add shading to drawing of simple 3D shapes Experiment with different types of pencil Study and try out the techniques of Bridget Riley | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers |

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| | | | Understand the effect of thicker and thinner lines as creating an optical illusion | and other optical illusion artists Through history , study cave paintings and aboriginal art | |
| Spring – Year A Collage | How can I manipulate collage to make clear images? What are mosaics? How can I use the same techniques to tell stories? How do artists use mosaic techniques now? How can I use collage to create something realistic or surreal? | mosaic, tile, clay, porcelain, glass, mirror, paper, cut, match , geometric, shapes, fit, tessellate, materials, effect, border, grout, outline, inlaid | Know that mosaics were created by the Romans Know that mosaic means an image made of regular or irregular pieces Identify images as mosaics Know about a modern movement called surrealism | Draw designs of mosaics Cut and stick coloured shapes to create an old style mosaic design Design a modern mosaic Make a modern mosaic with coloured shapes or using ICT Study surrealism and look at collage techniques, using magazines and juxtapositioning images in a dream like combination | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers |
| Summer – Year A Textiles | How did people in the past use weaving techniques? How was fabric used? What designs were made using fabric? How did fabric carry symbols of families? | tapestry, knotting, plaiting, wool, felt, man-made, natural, felt, felting, beads, buttons | Know that tapestries were created to tell stories and record history Understand how to create plaits and knots Identify kinds of fabric , man-made and natural Watch how fabrics are made Know that by creating knots and plaits, shapes can be made | Learn to create knots and plaits Create shapes by plaiting and knotting Make a wall hanging by using the skills learnt so far Combine colours to create logos | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers |

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| | | | | Study the Bayeux tapestry and look at how stories are told with textiles | |
| Autumn – Year B Printing | How is printing used? What is collagraph printing? How can we create our own printing blocks? How do artists and craftspeople use printing? How can we make clear images? How can printing create mood and detail? | collagraph, block, repeat, overprint, rotate, texture, detail, overlay, imprint, ink, transfer, press, pressure, roller, string print | Know that printing can be rotated by degrees to alter the effect Identify how the print is being made Identify texture and understand how to create it Know that the thicker the lines on a print , the clearer and bolder the image | Explore and sketch out ideas with collagraphs Intentionally choose sharp images to produce clear prints Investigate overprinting with different colour combinations Make own string print based on a drawing Look at wording and images in posters created for WW1/2 , study the patterns of William Morris | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers |
| Spring – Year B Painting | How can I mix exact colours? How can I be more accurate with my painting? How can I create mood in my painting? How can I make my painting more realistic? | primary, secondary, watercolour, complementary, tertiary, thin, thick, point, match, mix, observe, foreground, background, middle ground, mood, tone, tint, darker, lighter, shadow, hi light, | Identify which colours are primary and secondary Know how to mix secondary from primary colours Know how to make different tones within a colour Know that darker, cooler tones create darker moods and lighter tones | Learn to mix colours and match them to the real life colour Learn to use the tip of a fine brush for detail Learn to build up painting with lighter colours first Learn to create a background with a wash learn to create mood by choosing cooler or warmer colour palette and mixing tones | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers |

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| | | | and warmer colours create happier mood | <p>Experiment with darker and lighter shades to create shading</p> <p>Study painters such as Monet, Seuret, Delauny and compare the warm colours used in Egyptian paintings</p> | |
| <p>Summer – Year B</p> <p>Sculpture/Clay</p> | <p>What can sculptures be made of?</p> <p>What kind of art is best to sculpt?</p> <p>How does the sculpting process work?</p> <p>How can I create a sculpture that people recognize?</p> <p>What can I learn from sculptors and artists?</p> | <p>sculpture, sculptor, sculpt, clay, metal, glass, stone, marble, model, manipulate, build up , frame, dimensions , form , shape, abstract, simplify, texture, tactile, smooth , rough, contrast, setting</p> | <p>Know that a sculptor makes sculptures</p> <p>Know that some artists are also sculpt</p> <p>Know that most sculptures are kept outside and are on a large scale</p> <p>Know that sculpting can be modelling , carving or joining materials to create something 3D</p> <p>Identify clay , Modroc and paper mache as materials to create 3D art with</p> | <p>Explore sculpture and research images that interest them</p> <p>Make notes of the effect the sculptures have</p> <p>Make Tudor bowls by using the coil pot method</p> <p>Make fantastical Tudor feast items with Modroc and paper mache by starting with scrunched up newspaper or foil/wire</p> <p>Make 3D busts using cardboard (look at Picasso)</p> <p>Make bent wire figure , covered in Modroc (look at Giacometti)</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |

| | | Autumn | Spring | Summer |
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| Year 5 /6 | Year A | Printing | Collage | Textiles |
| | Year B | Drawing | Painting | Sculpture/Clay |

| Year 5 / 6 | What are we learning? | Vocabulary | What knowledge and understanding will we gain? | What key skills will we learn? | How will these be assessed? |
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| Autumn – Year A Printing | <p>What are the origins of printmaking?</p> <p>What kinds of images print effectively?</p> <p>Which colours look effective together?</p> <p>How does printmaking help develop my ideas?</p> <p>Which printmakers can help me develop my style and ideas?</p> | <p>collograph, press, lino, screen , silk screen , stencil, rotate, texture, overlay, detail, mood, colour, overprint, style, ink, mood, effect, pattern, logos</p> | <p>Know the different types of printing</p> <p>Know that with screen printing the use of stencils is key</p> <p>Understand that complementary colours work well together as a contrast</p> <p>Understand that key patterns and shapes have been used throughout time and can help identify</p> | <p>Learn how to cut into card/paper skillfully to create clear images for stencils</p> <p>Learn how to overlay images in stages to build up a print</p> <p>Learn how to use complimentary colours to bring out contrast</p> <p>Learn how to add texture for contrast</p> <p>Use ICT to plan out , rotate and play with images</p> <p>Study Lichtenstein, Warhol</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |
| Spring – Year A Collage | <p>What do I already know about collage and artists that use it?</p> <p>How can I build up collage?</p> | <p>tessellate , rotate, fit, overlay, move, media, reposition, texture, words, thick, thin, depth, mood, colour palette, representation, image,</p> | <p>Know that collage can use any materials</p> <p>Understand that collage can be used to add depth and interest to artwork</p> | <p>Learn to use a wider range of collage materials (media)</p> <p>Learn to consider a tonal range of colour</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> |

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| | <p>How can collage help make images more interesting?</p> <p>How can I use collage and texture to represent subject matter's mood?</p> | <p>symbolic, edit, develop, adapt, explore, dry layout</p> | <p>Understand how colour choices reflect mood</p> <p>Understand that collage can be arranged in different ways before decisions are made</p> | <p>Learn to experiment with placing of collage materials in a dry layout</p> <p>Identify when contrasts work effectively</p> <p>Identify key shapes, patterns or colours that are needed to represent an image</p> <p>Study Picasso and fellow cubists, research collage artists to find those whose work and style appeals</p> | <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |
| <p>Summer – Year A</p> <p>Textiles</p> | <p>What do we know about the textiles industry?</p> <p>What do textile designers do?</p> <p>How is tie dye used?</p> <p>What patterns can I create?</p> <p>What is batik?</p> <p>Which kind of images would look effective in batik?</p> | <p>textiles, silk, cotton, muslin, ombre, bleed, dye, tie dye, natural/man-made, pattern, colour, chromatography, wax, resist, fabric dye, complimentary, batik, pour, fixer, tjanting tool</p> | <p>Understand that cotton is the most commonly used natural fabric</p> <p>Know that the fashion and textile industry is the biggest industry in the world</p> <p>Identify tie dye as a style</p> <p>Identify batik as a style</p> <p>Understand the safety issues with using hot wax</p> | <p>Learn about the fashion and textile industry</p> <p>Research tie dye patterns and how they are created</p> <p>Test out tie dye</p> <p>Choose colour combinations for effect</p> <p>Use wax resist on paper to test out ideas for batik</p> <p>Explore pattern and colour in using hot wax and fabric</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self-assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |
| <p>Autumn – Year B</p> <p>Drawing</p> | <p>How can I make my drawing more realistic?</p> <p>How can I record detail more effectively?</p> <p>How can different mediums improve my drawing?</p> | <p>Hb, B,H soft, hard pencil, charcoal, pastel, chalk, blend, smudge, shade, shading, cross hatching, hatching, shadow, tone,</p> | <p>Know how to space out features of the face in portraits and self portraits</p> <p>Know how to use shading to give a more realistic sense of dimensions</p> | <p>Learn how to create more realistic spacing I the face and shading under eyes, nose and mouth</p> <p>Learn how to smudge and blend to create hi lights and shadow</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self-assess</p> |

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| | <p>How can I draw figures realistically?</p> <p>How can I draw landscapes realistically?</p> | <p>dimension, subtle, perspective</p> | <p>Know how to smudge and blend to make shading and colour more subtle</p> <p>Know how foreground, middle ground and background can be manipulated for effect</p> | <p>Use shading styles appropriately</p> <p>Learn how to look closely at colours in the face- greys, greens as well as 'skin 'colour</p> <p>Learn to manipulate features in order to express feeling in portraits</p> <p>Draw landscapes using lines of perspective</p> <p>Study David Hockney's use of perspective, Van Gogh, The impressionists</p> | <p>and write comments in their sketchbooks as well as giving feedback to their peers</p> |
| <p>Spring – Year B</p> <p>Painting</p> | <p>How can I make my painting more realistic?</p> <p>How can I capture light and shade in painting?</p> <p>How can I develop my style in painting?</p> <p>How can I create mood in my painting?</p> | <p>watercolour, acrylic, oil , poster, wash, pastel, bold , primary, secondary, complimentary, tertiary, brush, palette, tone, texture, pure, perspective, impression</p> | <p>Know how to mix secondary colours and match</p> <p>Know how to create tonal shades</p> <p>Know how to build up colour in paintings</p> <p>Know how to use brushes appropriately</p> <p>know how to create foreground, middle ground and background</p> | <p>Learn to plan out paintings with background, middle ground and foreground</p> <p>Learn how to make a focal point to paintings</p> <p>Learn how to give an impression of background images and detail in foreground</p> <p>Learn to build up colour in painting</p> <p>Experiment with styles of painting</p> <p>Study modern abstract as well as realist Miro, Klimt, Degas, Hokusai</p> | <p>Students will be assessed on the key skills in the National Curriculum through end of unit assessments.</p> <p>On-going formative assessment by class teacher</p> <p>Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers</p> |

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| | | | | (The Great Wave) , O'Keefe | |
| Summer – Year B Sculpture/Clay | How are 3D forms developed? Which techniques will help me achieve the aesthetic I want? How do I make an impact with my sculpture? How can I use colour and texture in 3D work? What effect does the setting for my 3D art have? | dimensions, depth, width, length, breadth, impact, colour, texture, form ,shape, bold, subtle, enhance, material, organic, architectural, architect, geometric, natural, sculptural ,tactile, contrast, abstract, realistic, simplified | Know different types of sculpture materials Know of sculptors and their work/style Know some modelling techniques Know that sculptors choose where to exhibit their sculptures for maximum effect | Learn how to build ideas and draw out designs for sculpture Learn how to develop ideas that will work in 3D and show different angles in drawings Learn how to create impact with colour and shape Learn to use materials and textures that suit the subject matter Use the correct terminology to describe sculpture Learn how to simplify images to make a bigger aesthetic impact Study the work of Anish Kapoor, David Oliveira, Anthony Gormley and Friedensreich Hundertwasser | Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher Children should be encouraged to self -assess and write comments in their sketchbooks as well as giving feedback to their peers |

Impact

Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap.

All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge at the end of each unit by asking the Key Questions identifies on the Knowledge Organisers.

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Checking that there are opportunities to use and apply reading and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;

Subject leaders will:

- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.