



Art Overview



Contents

The Curriculum – our approach	3
A Broad and Balanced Curriculum	5
Key Concepts Overview	5
Key Concepts Year Group Mapping	6
Knowledge and Skills Sequencing	9
Second Order Concepts Overview	14

The Curriculum – our approach

Appleton Primary School strives to drive the curriculum through a love of reading. We are creating opportunities for our children to become aspirational in all areas of their lives through a structured build-up of knowledge and skills. We are committed to meeting the needs of all the children in our school. We offer a curriculum which remove barriers to learning by being broad and balanced and building on the knowledge, understanding and skills of the children, whatever their starting points, as they progress through our Foundation Unit and each Key Stage. Our aim is for children to be successful, resilient, independent and motivated learners in readiness for their next stage of education and beyond.

Using the children's interests through talking to pupils, their families and the local community we ensure we capture the enthusiasm of the children to take their development forward. We have a two-year programme of 6 themes across the year groups which captures the children's imagination and interests and ensures that there is a progressive sequence of skills and knowledge based on the National Curriculum. Each theme is supported by an appropriate text to nurture the children's love of reading and quest for knowledge. Our teaching sequences ensure that we teach skills and knowledge and provide sufficient opportunities for pupils to apply these independently. Through the consistent use of assessment, we can identify and address misconceptions to ensure learning is securely embedded and children can remember what they have learned.

At Appleton, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. All children are encouraged to achieve their full potential and to be included in the social and academic life of the school. We aim to provide educational experiences that reflect the individual needs of children, appropriate to their level of ability. For some pupils with additional needs, there are times when the curriculum will need to be adapted to best meet their needs.

We will ensure our pupils have a wide range of cultural experiences and develop an understanding of opportunities available to them, so they leave us with high aspirations. We endeavour to introduce our whole community to the rich and diverse world in which we live in. To achieve this we promote tolerance and respect towards others in our both community and society as a whole using our PSHE programme, which runs throughout the school. Successes are celebrated and children are taught respect, empathy and fundamental British values and how they can contribute to our “Appleton family” and the wider world in which we live.

Our Curriculum Drivers

Reading is the key for learning

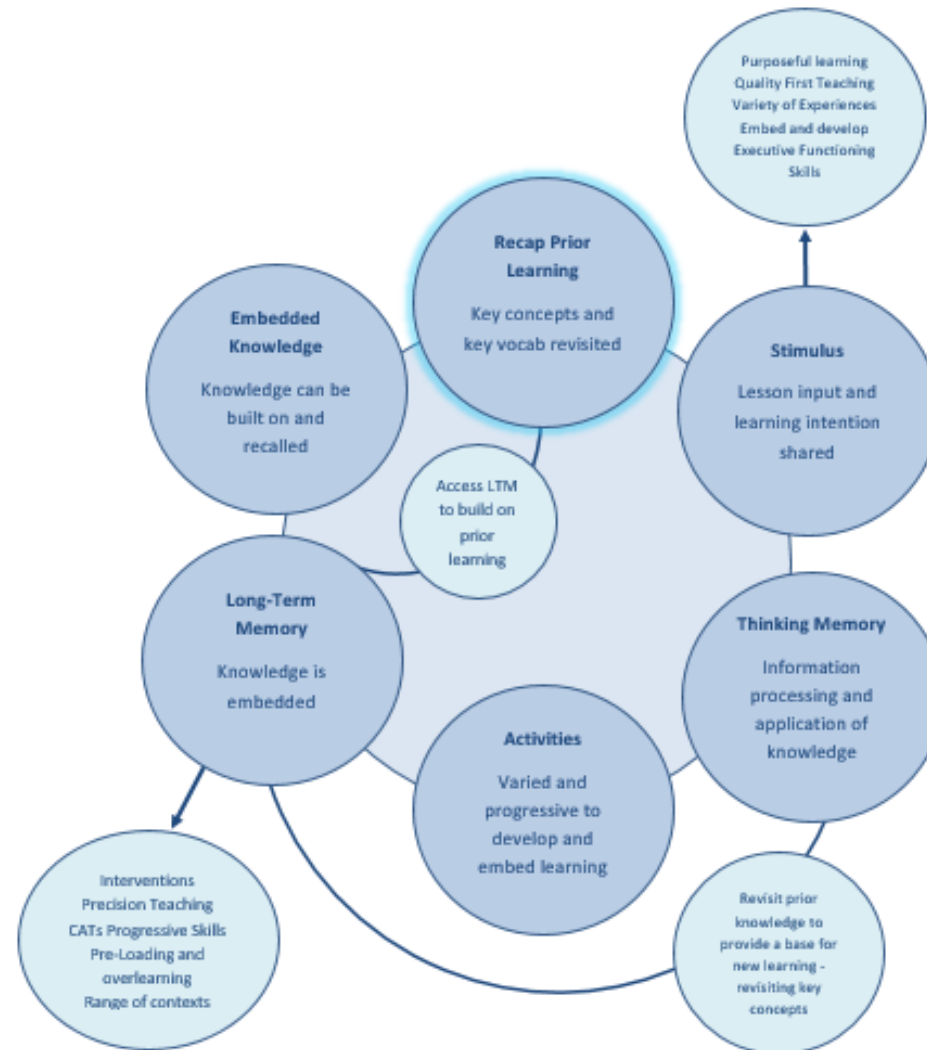
PSHE through developing resilience and promoting wellbeing our pupils can learn

Vocabulary we aim to extend pupils' language to enable them to learn from a wide range of experiences in our language rich curriculum

Fundamental Values promoting empathy and British values are at the core of our “Appleton family” approach.

Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential. Fundamental to our model is "grow what you know" and retrieval of prior learning.



A Broad and Balanced Curriculum at Key Stage 2





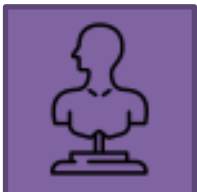

We ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine.

Reading, Writing and Maths are taught daily. Pupils who need phonic support continue on the Read Write Inc. and Fresh Start programmes. Science and PE are taught for 2 hours each week. RE and PSHE are taught for 1 hour each week. Foundation subjects are blocked over half term units. Y4 and 5 have Wider Opportunities for Music taught by a brass specialist. PE specialists and sport organisations regularly visit the school to teach pupils in lessons.



















Key Concepts (Big Ideas)

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need. Thus they will have opportunities to link new learning to prior knowledge within a key concept to build a rich and deep knowledge of the big ideas in each subject. Knowledge is empowering and provides a foundation for success. We accept that the more children know, the more they can learn.

Art and Design

					
Knowledge of artists and designers	Exploring and developing ideas	Drawing	Painting	Mixed media & 3D	Evaluating
		Making skills			

KEY CONCEPTS YEAR GROUP MAPPING

	Autumn	Spring	Summer
EYFS	In EYFS pupils are taught Art through the strands of Expressive Arts and Physical Development. Throughout the year pupils will be taught portraits and drawing, colour mixing and painting and sculpture.		
Year 1	 Formal elements of art	 Art & Design Skills/ Sculpture	 Landscapes
Year 2	 Formal elements of art	 Art & Design Skills	 Human Form
Year 3 cycle 1	 Formal elements of art	 Art & Design Skills	 Every picture tells a story
Year 4 cycle 2	 Prehistoric Art	 Art & Design Skills	 Craft
Y56 cycle 1	 Formal elements of art	 Art & Design Skills	 Design for a purpose
Y56 cycle 2	 Every picture tells a story	 Make my voice heard.	 Photography

Key concepts (Big Ideas) in ART and DESIGN

Pupils **theoretical knowledge** will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their **practical knowledge** through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils' **disciplinary knowledge** will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.

Knowledge of artists and designers (Disciplinary knowledge)



Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of art work and artistic movements.

Exploring and developing ideas (Practical knowledge)



Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce

- **Fluency:** Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques
- **Experimentation:** Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices
- **Authenticity:** Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art

Making skills: Drawing, painting, mixed media and 3D (Practical knowledge)



Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.



They will develop their knowledge of

- **Methods and techniques**, such as shading, printing or collage
- **Media and materials**, including pencil, pen, paper, wire, clay and paint
- **Formal elements** of line, tone, shape, colour, form, pattern and texture





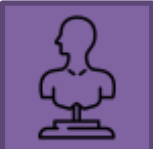
(See table overleaf)

Evaluating (Disciplinary knowledge)







Pupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, 'What is art?' 'What counts as art?' 'What makes an artist?' by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art eg: looking at how different artists have represented the same theme in different ways.



A Summary of the component knowledge for the making skills

Practical –Domains of Knowledge				
Specialisms	Media and materials	Methods and techniques		
Drawing 	Graphite Pen (2b, 4b, 6b, 2h) Eraser Coloured pencils Brush & Ink Charcoal, Chalk Oil Pastel Soft Pastel Crayon	Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing		
Painting 	<table border="1"> <tr> <td> Watercolour (tablet & tube) Acrylic Gouache Oils Natural pigments </td> <td> Papers Brushes Palette Palette knife Rollers Sponges </td> </tr> </table>	Watercolour (tablet & tube) Acrylic Gouache Oils Natural pigments	Papers Brushes Palette Palette knife Rollers Sponges	Blocking in, wet on wet, building up, dry brushing, s'graffito, washes, glazing, stippling, dabbing
Watercolour (tablet & tube) Acrylic Gouache Oils Natural pigments	Papers Brushes Palette Palette knife Rollers Sponges			
Sculpture 	Clay Card & cardboard Plaster	Cutting, sticking, moulding, pinching, pulling, slipping and scoring, rolling, slab building, tearing, layering, bending, imprinting,		

Formal elements of art and design	
Visual tools that the artist uses to create a composition	
Line	A line is the path left by a moving point
Shape	A shape is an area enclosed by a line
Form	Form is a 3D shape such as a sphere, cube or cone. Shapes within an object (such as a face) can be used to describe the form.
Tone	Tone means the lightness and darkness of something. Tints and shades describe the tone. Tints are colours where a hue (colour such as red, blue, green, etc) is added to white. Shades are where black is added to a hue (colour such as red, blue, green, etc).
Colour	Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple Complimentary colours: two colours next to each other on the colour wheel (e.g. red and orange). Composite or contrasting colours are directly opposite on the colour wheel (e.g. red and green. Red does not have any traces of green in it and vice versa).
Texture	Texture is the surface quality of something, the way something feels or looks like it feels
Pattern	A pattern is the design that is created by repeating other formal elements eg: line, shape, colours

Knowledge and skills sequencing		ART and DESIGN					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Knowledge of artists and designers (Disciplinary knowledge) 	<p>To be able to give simple opinions about the work of an artist or designer, saying what I like or dislike about the work or elements of the work (e.g. the colour, subject matter, etc)</p>	<p>To be able to give my opinion about the work of other artists, saying what I like or dislike about the work or elements of the work, with a reason why</p> <p>To be able to identify significant elements about the style of an artist or designer (e.g. the use of shape, colour or form, etc.)</p>	<p>To be able to describe the similarities and differences between pieces of work by other artists</p> <p>To be able to recognise some of the styles of artists and designers and use these ideas to inform my own work (e.g. the use of block colour in work from the Pop Art movement)</p>	<p>To be able to identify an artists' or designers' work though research</p> <p>To be able to appraise work of artists and designers</p> <p>To be able to show how artists' and designers' work has influenced my own practice (e.g. the subject matter, application of technique or style of artwork)</p> <p>To show that I am familiar with the work of significant artists throughout history and am able to link my work to them</p> <p>To be able to explain the historical or cultural significance of the work of a chosen artist or art form</p>		<p>To be able to identify the influences and inspiration of great artists and designers through research presented in sketchbooks.</p> <p>To be able to identify techniques used by great artists and designers in their work and apply this in my own work.</p> <p>To be able to critically analyse the work of artists, architects and designers throughout history</p> <p>To be able to explain how an idea or theme has been communicated through different forms and styles (for example, how climate change has been addressed through sculptural pieces and through photography)</p>	
Exploring and developing ideas (Practical knowledge) 	<p>To be able to safely use a variety of materials and tools to create my own artwork (e.g. sitting when cutting and holding scissors safely).</p> <p>To be able to explore a variety of materials, tools and techniques to create my own artwork (such as pencils, paints and clay, etc.)</p>	<p>To be able to create a piece of art from either imagination or as a response to an experience</p> <p>To be able to select appropriate tools and materials to create artwork (including making decisions about suitable sized paint brushes, etc.)</p> <p>To be able to explain my reasons for my choice of tools and materials to create artwork (e.g. "I have used a small brush because the area I wanted to paint was</p>	<p>To be able to develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences</p> <p>To be able to take inspiration from an artist to develop my own artwork (e.g. use of technique, material, subject matter or style of artwork, etc.)</p> <p>To be able to take risks to discover what happens when I work creatively (e.g. "What would</p>	<p>To be able to talk about my artistic intention for the creative decisions that I make (e.g. I wanted the drawing to look three dimensional so I used light and dark tones to help create depth)</p> <p>To be able to identify how I want my audience to feel or think about the work and the ideas that I develop throughout my creative journey (e.g. I wanted my audience to think that the shape was coming out of the page so I used tone to show three dimensions)</p> <p>To be able to take risks with different materials to discover what happens when I work creatively and independently investigate and develop the outcomes of these decisions.</p> <p>To be able to show an understanding of geometry and proportion in my drawing.</p>		<p>To be able to investigate different starting points for my work</p> <p>To be able to choose which idea to develop further</p> <p>To be able to select different tools and media to develop my ideas</p> <p>To be able to explain how I am developing and refining ideas using language appropriate to the chosen style of art (e.g. I have chosen to use contrasting colours in my piece because this makes the colours stand out more)</p> <p>To be able to record my thoughts and ideas in a sketchbook through visual experiments and observations from primary and secondary sources, with some annotations.</p> <p>To be able to develop and refine techniques in a sketchbook, including some annotations</p>	

		too small for a larger brush") To be able to use sketchbooks through teacher modelling to experiment with tools, materials and processes.	happen if I use the pencil on the side?" or, "What would happen if I use this object to create a different texture in the clay?"	To be able to use sketchbooks to document ideas and record my thoughts To be able to use sketchbooks to documents observations (primary and secondary) and record my thought about my work. To be able to use sketchbooks to refine my work and document how I am developing my skills and techniques.	To be able to use my sketchbook to record experiments with media and to try out new techniques and processes that can be transferred to larger scale pieces		
Making skills: Drawing (Practical knowledge) 	To be able to explore mark making through effective use and hold of drawing tools such as pencils, chalk and crayons.	To be able to explore mark making through experimentation with drawing lines (such as thick, thin, scribbled and controlled) To be able to use simple 2D shapes to show form.	To be able to identify and demonstrate drawing techniques. To be able to apply tone to describe form, using taught drawing techniques. To be able to develop skill and control with different drawing materials (including appropriate pressure and speed)	To be able to develop my drawing techniques using different media, including graded pencils, charcoal and chalk. To be able to draw from direct observation, using primary sources.	To be able to identify and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing (for example use of previously taught shading, compositional and observational techniques) I can draw using precision, perspective and detail to create work in a range of scales (including 1:1, A5 and A3+).		
Making skills: Painting (Practical knowledge) 	To be able to identify and select colours to use in a painting. To experiment with mixing colours to create a new colour for a painting. To be able to explore making patterns, shapes and pictures using paints	To be able to identify primary and secondary colours. To be able to mix secondary colours by mixing 2 primary colours. To be able to develop skill and control when using paint (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job)	To be able to use some different media and materials, such as natural pigments to create colour, to paint with To be able to control brush strokes when painting (including using appropriate amounts of paint on the brush, washing the brush to change colour and selecting the most appropriate sized brush for the job) To create tints and shades with paint. To be able to apply tints and shades in my paintings.	I can use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint I can apply tonal techniques and more complex colour theory to my own work (for example, making decisions about complimentary and contrasting colours in my work).			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

<p>Making skills: Mixed media and sculpture (Practical knowledge)</p> 	<p>I can explore using different materials to create texture</p> <p>To be able to explore different materials to create shape.</p>	<p>I can use a range of materials and appropriate tools (such as printing, clay and collage) to describe form.</p> <p>I can use a range of materials and appropriate tools (such as printing, clay and collage) to create pattern.</p> <p>I can use a range of materials and appropriate tools (such as printing, clay and collage) to describe texture.</p>	<p>To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe form.</p> <p>To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to create pattern.</p> <p>To be able to broaden my skills when using a range of materials and appropriate tools (such as printing, clay and collage) to describe texture.</p> <p>To be able to use a range of materials and appropriate tools (such as printing, clay and collage) to communicate my ideas.</p>	<p>To be able to apply my knowledge of a range of skills and techniques to communicate my ideas in 2D and 3D forms.</p>	
<p>Evaluating (Disciplinary knowledge)</p> 	<p>I can say what I like or don't like about my artwork</p>	<p>I can describe some of the art and design techniques I have used in my work</p> <p>I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work</p>	<p>I can talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>I can describe how I changed or adapted my work for a specific purpose</p>	<p>I can compare ideas, methods and approaches used in my own artwork and the work of others</p> <p>I can use appropriate vocabulary to talk about details of the work</p>	<p>I can explain how an idea or theme has been represented in different ways through art</p> <p>I can use language specific to a range of techniques to evaluate my own work and the work of other artists</p>

Knowledge and skills sequencing		ART and DESIGN – The Formal Elements (Taught through the units above)					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Line	I can hold and use a pencil, pen, etc effectively	I can hold and use a drawing tool in experimental ways to draw a range of lines. I can use appropriate language to describe lines	I can draw lines with increased skill and confidence I can use line for expression when drawing portraits	I can express and describe organic and geometric forms through different types of line	I can demonstrate scale and proportion when drawing e.g. use the basic body proportion technique I can apply symmetry to draw accurate shapes I can analyse and describe how artists use line in their work	I can create a detailed observational drawing demonstrating scale and proportion e.g. a detailed drawing of an eye or of a moving object I can apply expression with line using techniques I have learned	I demonstrate a wide range of sketching techniques within experimentation or final piece I can demonstrate greater skill and control when using lines I can study and apply the techniques of other artists
Shape	I can identify, describe and use simple shapes including those from the natural world for a purpose	I can identify, describe and use shape to inform composition in my work.	I can identify shapes made by light and dark areas within the subject and show these in my work.	I can identify, draw and label shapes within images and objects, from direct observation. I can create and form shapes from 3D materials	I can create geometric compositions using mathematical shapes I can analyse and describe the use of shape in artists' work	I can compose original designs by adapting and synthesising the work of others I can analyse and evaluate artists' use of shape	I can fluently sketch key shapes and objects when drawing I can create abstract compositions using knowledge of other artists' work
Form	I can explore materials and joining techniques	I can create a simple form through making sculpture I can use simple language to describe form and space	I can identify form in a subject and represent this in a range of materials, including drawing, painting and sculpture.	I can further develop my ability to describe a 3D form in a range of materials, including drawing	I can further develop my ability to describe and model form in 3D using a range of materials I can analyse and describe how artists use and apply form in their work	I can extend my ability to describe and model form in 3D using a range of materials	I can express and articulate an idea through sculpture I can analyse and study artists' use of form to communicate an idea or theme
Tone	I can identify light and dark colours. I can compare light and dark colours.	I can identify light, mid and dark tones in my own and others' work.	I can create light, mid and dark tones in a range of media, including drawing and painting. I can experiment with pencils to create light, mid and dark tones.	I can develop skill and control when using tone. I can use simple shading rules to develop light, mid and dark tones. I can create tone in the style of significant	I can use a variety of tones to create different effects I can understand tone in more depth to create 3D effects I can analyse and describe the use of tone in artists' work	I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone	I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques

			I am starting to apply light, mid and dark tones in my work.	artists in a range of media, including drawing and painting.			
Colour	I can name and choose colours for a specific purpose	I can mix the primary colours and know how to mix them to create secondary colours	I can mix, apply and refine and describe colour mixing for purpose using wet and dry media I can create shades of a colour and choose and justify colours for purpose (for example, I need to add more black to make this shade darker)	I can mix, apply colour using natural pigments I can create tints and shades of a colour and justify colour for purpose (eg, I need to add white to this colour to make a lighter tint). I can use aspects of colour such as tints and shades for different purposes (eg, to show where the light source is coming from)	I can analyse and describe colour and painting techniques in artists work I can manipulate colour for print	I can select and mix colours to depict thoughts and feelings	I can mix and apply colours to represent still life objects from observations I can use my detailed knowledge of colour to communicate ideas and emotions in my artwork
Texture	I can investigate materials including those in the natural world	I can use experiment with materials to create textures	I can describe different textures I can select appropriate materials to create textures	I can analyse and describe texture with artists' work I can experiment with materials to create textures to describe the subject.	I can use a range of materials to express different texture for effect	I can develop an understanding of texture through practical making activities	I understand how artists manipulate materials to create texture
Pattern	I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc)	I can understand patterns in nature and design and make patterns in a range of materials	I can demonstrate a range of techniques to make repeating and non-repeating patterns I can identify natural and man-made patterns and create patterns of my own	I can construct a variety of patterns through craft materials to further develop my understanding of pattern	I can create original designs for patterns using geometric repeating shapes I can analyse and describe how other artists' use pattern	I can construct patterns through various methods	I can represent feelings and emotions through patterns I can create sophisticated artwork using my knowledge of pattern

Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of ‘similarity and difference’ early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two. A summary of second order concepts and how these apply to Art is provided below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Written and oral expression	Enquiry
Art	Significant artists, works of art and art movements.	Comparing works of art and artistic styles. Identifying common features and different approaches		How art has changed over time		Using artistic terminology, evaluating, creative expression, giving opinions, presenting	Visits to galleries, exhibitions, sculptures etc... Investigating art in different places and contexts