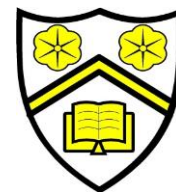


WHITEHILL COMMUNITY ACADEMY (3-11)

A rationale for the Teaching of Art and Design



Our INTENT in Art and Design:

At Whitehill Community Academy, we aim to ensure that the Art curriculum shows breadth of coverage and progression throughout the Academy and allows every child to develop the skills and knowledge to become creative artists.

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Art unit aims (Taken from the NC)

Aims include:

- 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
- to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

IMPLEMENTATION of Art and Design:

Art and Design overview for EYFS, KS1 and KS2

Year group	Classic Artist	Contemporary Artist	Gallery Study*
Nursery	Following children's interests, exploration of artistic medium. Artists linked to themes. Learning walk through school to see older children's art work.		
Reception			
Year 1	Claude Monet	Andy Goldsworthy	Yorkshire Sculpture Park
Year 2	Van Gough	Kumi Yamashita	Smith Art Gallery
Year 3	Pablo Picasso	Julie Mehretu	Harrison Lord Art Gallery
Year 4	Leonardo Da Vinci	Beatriz Milhazes	Crossley Gallery, Dean Clough
Year 5	Andy Warhol	Robert Bradford	The Lowry, Manchester
Year 6	Salvador Dali	Banksy	Salts Mill

*This may be taught in a different term if there is another visit planned.

Areas of Study for Art and Design

EYFS:

Introduce children to a range of artistic medium via the enhancement of indoor and outdoor provision. This should include:

- Drawing using pens, pencils and chalk.
- Painting and printing using poster paint and powder paint.
- Children should have access to colour mixing and a range of brushes / mark-making tools. This should including things like cotton buds, bubble wrap, toy cars etc.
- Collage using a range of materials including natural and man-made substances.
- Sculpture using a range of materials including natural and man-made substances.
- Have examples of a range of artwork linked to themes, topics and children's interests throughout the unit. For example, Van Gough's 'Starry Night' may be on display in the music area when singing 'Twinkle, Twinkle Little Star' etc.
- During learning walks through school, point out older children's artwork and discuss e.g. What did they use to create that? What sort of colours have they used?

Key Stage 1:

Classic Artist and Contemporary Artist:

Children should:

- Know what we mean by 'classic artist' and 'contemporary artist'.
- Study a brief biography of the artist, including:
 - Where they were born / died.
 - When they were born / died.
 - How they produced their artwork (sculpture, paint, print etc.).
 - What their most famous pieces of work were / are.
 - Any interesting facts e.g. how they died, whether they were appreciated in their time.
- Produce a piece of work in the style of the classic artist OR a study of an existing piece by the artist.

Gallery Visit:

- This may take place during *any term*.
- Children should be given the opportunity experience a range of artist's work first-hand.
- Children should be able to photograph *and* do first-hand studies of the work in the gallery e.g. sketch a painting / sculpture. This may be chosen by the class teacher or the child.
- Children should be able to identify which artist's work they have seen and discuss it using artistic language.
- A continued study of the work they have experienced should take place at school. E.g. If they visited the Lowry, they should study the work of Lowry in Art and Design lessons at school. If the gallery contains work from several artists, the class teacher can choose the most appropriate to study.

Year 1

Autumn:

Print: Through Monet's Bridge over a Pond of Lilies the children should experience the early stages of print using their fingers or cotton buds.

Spring:

Sculpture: To introduce the teaching of sculpture this term the children, while exploring their local place in history, should take inspiration from Andy Goldsworthy and create sculptures using items found on a walk of the local area.

Summer:

Drawing and Painting: The children should visit the Yorkshire Sculpture Park if possible this term and experience the different exhibitions. They should develop their drawing technique as they will have a sketchbook and capture the sculptures as they walk around. Once back at school the children can continue by evaluating their work and developing their drawings. These can then be painted to show progression in the children's painting abilities. Using the experiences which the children have at Yorkshire Sculpture Park they should aim to re-create the current exhibition available to them.

Year 2

Autumn:

Painting: The famous artist for this term is Van Gogh which allows the art and design teaching to focus on drawing and painting to recreate some of Van Gogh's classic pieces. Such as Sunflowers. The children could also develop their use of finger printing to re-create Van Gogh's Starry Night piece.

Spring:

Sculpture: Taking inspiration from the shadow work of Kumi Yamashita the children should explore existing work and re-create their own. Children to create shadow puppets and photograph these.

Summer:

Drawing: visit the Smith Art gallery and re-create artists work in sketch books.

Key Stage 2:

Classic Artist and Contemporary Artist:

Children should:

- Know what we mean by 'classic artist' and 'contemporary artist'.
- Study a brief biography of the artist, including:
 - Where / when they were born / died.
 - Where they lived throughout their lives.

- What artistic medium they use / used predominantly.
 - What their most famous pieces of work were / are.
 - What galleries their work has been displayed in.
 - Any interesting facts e.g. how they died, whether they were appreciated in their time.
 - Where they got their inspiration (people, places etc.).
- Produce a piece of work *in the style* of the classic artist.
 - Explore links (if any) between the artist's work and modern British culture e.g. fashion, attitudes, décor, social implications etc.

Gallery Visit:

- This may take place during *any term*.
- Children should be given the opportunity experience a range of artist's work first-hand.
- Children should be able to photograph *and* do first-hand studies of the work in the gallery e.g. sketch a painting / sculpture. This may be chosen by the class teacher or the child.
- Children should be able to identify which artist's work they have seen and produce a written review of their visit. This should include their opinions, descriptions and evaluations of the work they saw.
- A continued study of the work they have experienced should take place at school. E.g. If they visited the Lowry, they should study the work of Lowry in Art and Design lessons at school. If the gallery contains work from several artists, the class teacher can choose the most appropriate to study.

Year 3

Autumn:

Drawing and Painting: The famous artist for this term is Pablo Picasso which allows the art and design teaching to focus on drawing and painting to recreate some of Picasso's self-portraits. Initially children could collect images from magazines and build a collage to represent the style of Picasso. The children should then look at the self-portraits of Picasso and recreate these showing their progression in drawing and painting. The children should then progress to create a self-portrait of themselves.

Spring:

The contemporary artist for this term is Julie Mehretu, the children should study her artwork and learn about her background as an artist. Julie Mehretu's artwork can be explored through a variety of mediums such as charcoal, pastel and paint. Printing, this term, should be taught through pointillism (related to the Amazon topic).

Summer:

Children to visit the Harrison Lord Art Gallery Exhibition and use their sketchbook to take inspirations from the exhibitions.

Year 4.

Autumn:

Drawing and Painting: The classic artist for this term is Leonardo Da Vinci and the children should look at the history of Da Vinci and what drove him to draw in the way he did. The children should look to study people and objects closely to enable them to capture the emotions and details. There should be a great focus on the children's drawing abilities through the study of Da Vinci.

Sculpture: This should lead on to the children studying horses as Da Vinci did and drawing them in their detail in order to support their sculpture of the horses which Da Vinci never finished himself.

Spring:

Print: The contemporary artist for this term is Beatriz Milhazes and the children should study her work and exhibitions using artistic vocabulary to comment on the design and creation. The children should then design their own Milhazes' through drawing and then through creating a range of prints using sponge, vegetables etc and build on their design week on week.

Summer:

Sculpture: Visit to Crossley Gallery Dean Clough. Sculpture work on the ram in Dean Clough car park. Sketches of the building and brought to life through the use of textures in the paintings displayed in the gallery.

Year 5.

Autumn:

Painting: Where possible the children should visit the Lowry in Manchester to access the available primary workshop. Children will then bring back sketches which can be developed in class.

Spring:

Sculpture: The contemporary artist for this term is Robert Bradford, who work with upcycled sculptures. Children to study to work and look at how they can re-create this. Using an old toy children should look to paint objects and then attach these to create their own upcycled pieces.

Summer:

Drawing and Painting: The classic artist for this term in Andy Warhol. The children to explore the artist and sketch and recreate his piece through a developed painting style.

Year 6.

Autumn:

Drawing and Painting: Children should study Salvador Dali and his surrealist works. The children should look to mastery their techniques in drawing and painting as they re-create Dali's work along with designing and creating their own.

Spring:

Print and Painting: The contemporary artist for the term is Banksy. The children should learn about the history of Banksy and the mystery surrounding him. Children should look to creating stencils to re-create the work of Banksy.

Sculpture: The children will also create Anderson shelters through their history topic.

Summer:

Children to visit Salts Mill in this term and respond to art work using their sketchbooks.

IMPACT of Art and Design:

Assessment, Recording and Monitoring:

Work in Art and Design may be assessed through judgements of recorded work but a large proportion of assessment is involved with practical application and language development involving discussion, description and explanation skills. Evidence may be seen in books, on 2-D displays and most through 3-D models and photographs of children's work. Information on a child's progress in Art and Design will be communicated to parents in a written report at the end of each academic year. Termly assessments will be made for each child, using the level descriptors in the Assessment Folder. Children's progress will be entered and monitored on DCPro on a termly basis. From Summer 2020, we will also be introducing Knowledge Organisers for Art and Design, which will also include assessment questions for each unit.

Subject Leaders: Stephanie Tuszynski, Veronica Pugh – January 2020