



Art and Design Intent



At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children aspire, collaborate and experience a variety of opportunities. We want to help children develop as artists through a range of learning experiences that are underpinned by our key intentions for learning in this subject:

1. It is our intention for all children to become **skilled** in art and design. This process will involve the interpretation of the work of others. They will complete lessons that are designed to expose them to a wide range of skills.
2. It is our intention that our children are **creative**. We want them to be inspired by famous artists and their work. We want children to develop their sense of creativity by taking part in engaging lessons that ignite their curiosity.
3. It is our intention that our children learn to be **resilient**. We plan sequences of lessons that allow children to take small steps in their learning. This creates a learning atmosphere where children practise and rehearse skills. This allows them to be confident and challenge themselves.
4. It is our intention to make our children **knowledgeable** artists. We want them to have a knowledge of famous artists and their works, a range of techniques and skills. We want them to have experiences working with different materials and in different mediums. We want children to use a progressive artistic vocabulary to describe and explain their own work and that of other artists.
5. It is our intention that the children become **reflective** about their own and others work. We want to equip them with key vocabulary to be able to communicate the way works of art, and their own work makes them feel. We want them to be able to say how their work compares to others and know their next steps in mastering skills and techniques.



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IMPLEMENTATION

How do we implement our art and design curriculum?

Units of study based on requirements of the national curriculum have been mapped out to ensure progression in skills takes place. This ensures that skills are revisited over the course of Key Stage 2.

Key knowledge, skills/techniques and understanding are identified at the start of each art unit of work. These link back to our key intentions, ensuring that all of the key intentions are covered at least once within each art unit of work.

All of our Art lessons are designed to link to at least one of our art key intentions as well as meeting our ACE curriculum drivers: Aspire, Collaborate, Experience.

Lessons are thoughtfully sequenced with opportunities for: 1. Generating ideas: comparison and exploration. 2. Making: skills practise, vocabulary development, tool selection. 3. Evaluating: Including digital opportunities and the opportunities to evaluate their own and others' work. See MTP for brief unit summary alongside 'What Art Looks Like at Cavendish Close' document.

Art skills are mapped out progressively within each year group ensuring that children make progress in their skill-set year on year.



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Art Coverage, Outcomes and skills summary

	AUTUMN 1 Take One Picture	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 3	George Bellows-Men of the docks Horse brass designs Key skill: Ceramics (clay)			Katsushika Hokusai: The Great Wave Key skill: Printmaking	Roman shield design Skill: Painting, Mod rock, texture	
YEAR 4	George Bellows-Men of the docks Portholes Skill: collage	African wire animals Key skill: Sculpture, weaving, fabrics/dyeing		Volcanoes Inspired by Frank Bowling Skill: Painting		
YEAR 5	George Bellows-Men of the docks Manhattan skyline Skills: Drawing, architecture, digital		Space Skills: Sculpture, painting, ceramics (clay)		Artist study: William Morris Skills: Printmaking, drawing	
YEAR 6	George Bellows-Men of the docks Batik Skills: Drawing (sketching) and batik (different culture)		Artist study (local): Joseph Wright Skill: Painting, drawing			America's architectural skyline (Stephen Wiltshire) Skill: Architecture, collage, 3D, digital, sketching (light and tone)



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	YEAR 3		YEAR 4		YEAR 5		YEAR 6
Take One Picture – Based on Men of the Docks by George Bellows - ceramics	<ul style="list-style-type: none"> Compare the painting with 'Tiger in a Tropical storm' using adapted comparison grid. Closely look at sections of the artwork and discuss what they can see. Brainstorm responses verbally. Look at examples of medallions and discuss what they like and dislike. Sketch example medallions in their art books Use play dough to practise the skills of cutting and scoring to make patterns and texture. Explore how to flatten and shape clay with the appropriate tools. Final piece following design using clay tools to shape and create patterns. Evaluate artwork using questions from Access art. Display with photographs of finished piece. 	Take One Picture – Based on Men of the Docks by George Bellows - collage	<ul style="list-style-type: none"> Compare the painting with 'Tiger in a Tropical storm' using adapted comparison grid. Closely look at sections of the artwork and discuss what they can see. Brainstorm responses verbally. Children to look closely at areas of the painting and sketch in their books concentrating on the lines and texture. Skills practice for collage. Focus on small area of painting and the colours and textures. Children to chose best drawing. Use this as inspiration for final piece. Draw outline carefully. Collage final picture considering the texture. Evaluate artwork using the questions from Access art. Display with photograph of the finished piece. 	Take One Picture – Based on Men of the Docks by George Bellows – sound scape	<ul style="list-style-type: none"> Compare the painting with 'Tiger in a Tropical storm' using adapted comparison grid. Closely look at sections of the artwork and discuss what they can see. Brainstorm responses using the brainstorm key. Explore the functions of Garage band (multi functional art), generate initial ideas and experiment for compositions Compose sound scape using garage Band skills Experiment with watercolour techniques and colour theory. Colour wheel Experiment with line making using different media to emulate the cityscape/skyline – water colour wash and layering Add skyline to the watercolour background using chosen method Evaluation through written response, peer assessment and mini gallery showing 	Take One Picture – Based on Men of the Docks by George Bellows – sketching and batik	<ul style="list-style-type: none"> Compare the painting with 'Tiger in a Tropical storm' using adapted comparison grid. Closely look at sections of the artwork and discuss what they can see. Brainstorm responses using the brainstorm key. Skills practice batik – using the tools and blending colours for different shades of blue. Focus on small section of picture. Sketch using pencil. Skills practise how to shade. Create final piece using batik for the sea. Create shades of blue using watercolours. Evaluation of final piece.





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ARTIST STUDY: The Great Wave by Hokusai – printing	<ul style="list-style-type: none"> Use comparison sheet to look at similarities and differences between this art work and 'The Men of the Docks' using adapted sheet. Brainstorm what they like and dislike about the art work using the Brainstorm key. Use polystyrene sheets to practise block printing. Experiment with creating different marks and lines on the block. Look at effect this creates on paper. Review prints from previous lesson. What worked well? What could be improved? Experiment with layering different colours on a block to create their picture. Create design inspired by The Great Wave. Sketch in art books. Create design on block and layer the colour to create final piece. Evaluate design using questions from Access Art.
Sculpture – African wire insects	<ul style="list-style-type: none"> Use comparison sheet to look at similarities and differences between wire sculptures and 'The Men of the Docks' using adapted sheet. Brainstorm what they like and dislike about the art work using the brainstorm key. Show the children pictures of different African insects and children to practise modelling these with pipe cleaners. Skills practise – children to focus on particular features and make these using wire. Children to chose final bug design and make using material, wire and beads. Evaluate design using questions from Access art. Photograph for books.
Space art – sculpture. Painting	<ul style="list-style-type: none"> Use comparison sheet to look at similarities and differences between screenshot from (Pandora Discovered) https://www.youtube.com/watch?v=GBGDmin_38E and 'The Men of the Docks' using adapted sheet. Focus on setting Brainstorm what they like and dislike about the art work using the brainstorm key. Identify four focus aspects within video – animals, plants, life forms and habitats – experiment with ideas through and colour theory Research how sculpture is used for stop motion animation https://www.youtube.com/watch?v=4YcOZ7SpyTA Skills practise for making – explore skills for using plasticine and ultra light clay to create a sculpture Make sculptures based on designs previously produced Paint and decorate sculptures using inspiration from the original clip Evaluate and produce whole class planet
Artist study (local): Joseph Wright Skill: Painting, drawing	<ul style="list-style-type: none"> Use comparison sheet to look at similarities and differences between Joseph Wright 'Philosopher lecturing at the orrery' artwork and 'The Men of the Docks' using adapted sheet. Brainstorm what they like and dislike about the art work using the brainstorm key. Visit the museum to observe original paintings and how the were created, why the portraits were chosen. Skills practice – children to create sketch and practise pencil skills from last unit. Skills practice – children to investigate light and dark colours and the contrast between them. Practise sketching picture and adding light and dark colours. Create final piece using a portrait style with light focussed on one area. Evaluate final piece looking at what worked well.



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Roman shield design – sculpture and mod rock	<ul style="list-style-type: none"> • Use comparison sheet to look at similarities and differences between Roman shields and 'The Great Wave' print. • Brainstorm what they like and dislike about the art work using the brainstorm key. • Skills practice – explore how to create simple 3D design using newspaper and mod rock, painting • Use photo inspiration to design own Roman shield and justify choices using historical knowledge • Make shield using card, newspaper, modrock • Decorate shield through media of paint • Evaluate own and peer's work through class gallery 	ARTIST STUDY: Frank Bowling – volcano art	<ul style="list-style-type: none"> • Use comparison sheet to look at similarities and differences between insect wire sculptures and 'Frank Bowling volcano painting using adapted sheet. • Brainstorm what they like and dislike about the art work using the brainstorm key following video based on Frank Bowling's style • Colour and texture study of volcanoes erupting (skills practice) • Skills applying paint to fabric – explore layering, brush strokes and varying brushes • Final piece – layered paint on fabric • Evaluation – peer and self 	ARTIST STUDY: William Morris – printmaking, drawing	<ul style="list-style-type: none"> • Use comparison sheet to look at similarities and differences between space art and William Morris designs using adapted sheet. • Brainstorm what they like and dislike about the art work using the brainstorm key alongside William Morris research • Use sketch books to collect and record information from different sources about printmaking • Sketch natural form inspired by the work of William Morris, explore composition on the page as a repeating pattern • Explore screen printing techniques and practise skills onto fabric (which fabric works best?) • Create repeating patterns using layers (stencil and finer detail over the top) onto fabric • Evaluation and display through peer and individual questions 	America's architectural skyline – Architecture, digital animation	<ul style="list-style-type: none"> • Use comparison sheet to look at similarities and differences between Joseph Wright and the work of Stephen Wiltshire using adapted sheet. • Brainstorm what they like and dislike about the art work using the brainstorm key. • Skills practice shading and tone, cutting with craft knife • Sketch in style of Stephen Wiltshire • Explore the architecture of American buildings • Design and make a cardboard cutting of an American style building to be displayed in a class collage • Explore the functions of Garage band (multi functional art), generate initial ideas and experiment for compositions • Compose sound scape using garage Band skills to match the class collage • Display and evaluate
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Intention 1 - It is our intention for all children to become **skilled** in art and design. This process will involve the interpretation of the work of others. They will complete lessons that are designed to expose them to a wide range of skills.

Year 3	Year 4	Year 5	Year 6
Identify and use a range of practised techniques such as modelling, printing and painting.	Identify and use a range of practised techniques such as collage, sculpture, dying fabrics and painting.	Refine and develop practised techniques such as sketching, architecture, painting, printing	Refine and develop practised techniques such as batik, sketching, painting, digital art

Intention 2 - It is our intention that our children are **creative**. We want them to be inspired by famous artists and their work. We want children to develop their sense of creativity by taking part in engaging lessons that ignite their curiosity.

Year 3	Year 4	Year 5	Year 6
Use work from other artists as inspiration. Experiment with a range of materials to add their own flair and imagination to their work.	Take ideas and inspiration from the world around them. They should apply their artistic creativity and flair to projects linked with other areas of the curriculum.	Use their knowledge from other curriculum areas to inspire them. Using new skills and techniques they should experiment with tone, texture and shape alongside digital art.	Use their own imagination to create art works that are well thought out. They should ask questions of themselves and of the work of famous artist.

Intention 3 - It is our intention that our children learn to be **resilient**. We plan sequences of lessons that allow children to take small steps in their learning. This creates a learning atmosphere where children practise and rehearse skills. This allows them to be confident and challenge themselves.

Year 3	Year 4	Year 5	Year 6
Practise techniques and tool manipulation to ensure success.	Practise an increasing range of skills. Know that trial and error is often art of the artistic process.	Reinforce and revisit techniques previously studied to allow for more accurate use of tools and materials.	Use tools and techniques with precision. Know that the creative process involves revisiting and honing their talents to create a 'finished' piece.

Intention 4 - It is our intention to make our children **knowledgeable** artists. We want them to have a knowledge of famous artists and their works, a range of techniques and skills. We want them to have experiences working with different materials and in different mediums. We want children to use a progressive artistic vocabulary to describe and explain their own work and that of other artists.

Year 3	Year 4	Year 5	Year 6
Discuss and then apply their increasing knowledge of techniques and art history in their own work. Use a range of topic related vocabulary.	Discuss and then apply their increasing knowledge of techniques and art history in their own work and that of others. Use an increasing range of topic related vocabulary.	Be aware of the works of others in a particular medium of art. Eg famous artists that use printing as part of their process. Understand how a piece of art has been created.	Reinforce and revisit a wide range of art techniques and artists. Understand how a piece of art has been created, the reasoning behind decisions made by the artist. They will be able to replicate these thought processes in their own work.

Intention 5 - It is our intention that the children become **reflective** about their own and others work. We want to equip them with key vocabulary to be able to communicate the way works of art, and their own work makes them feel. We want them to be able to say how their work compares to others and know their next steps in mastering skills and techniques.

Year 3	Year 4	Year 5	Year 6
Compare their work with the work of others. Say what they like and dislike about their work and the techniques they have used.	Compare their work with the work of others. Say what they like and dislike about their work and the techniques they have used. They will be able to say how their work could be improved in the future.	Compare their work with the work of others. Explain with increasingly accurate vocabulary the process they have been through. They will be critical of their own work and of the work done by other artists, asking questions of the use of colour, shade, shape and tone.	Compare their work with the work of others. Explain with precise and technically accurate vocabulary the process they have been through. They will be critical of their own work and of the work done by other artists, asking questions of the use of colour, shade, shape and tone.



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Art at Cavendish Close

A great Year 3 artist will be:

Skilled

Identify and use a range of practised techniques such as printing, sewing and drawing

Knowledgeable

Discuss and then apply their increasing knowledge of techniques and art history in their own work. Use a range of topic related vocabulary.

Resilient

Practise techniques and tool manipulation to ensure success.

Reflective

Compare their work with the work of others. Say what they like and dislike about their work and the techniques they have used.

Creative

Use work from other artists as inspiration. Experiment with a range of materials to add their own flair and imagination to their work.



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Art at Cavendish Close

A great Year 4 artist will be:

Skilled

Identify and use a range of practised techniques such as sculpture, sketching and mixed media collage.

Knowledgeable

Discuss and then apply their increasing knowledge of techniques and art history in their own work and that of others. Use an increasing range of topic related vocabulary.

Resilient

Practise an increasing range of skills. Know that trial and error is often art of the artistic process.

Reflective

Compare their work with the work of others. Say what they like and dislike about their work and the techniques they have used. They will be able to say how their work could be improved in the future.

Creative

Take ideas and inspiration from the world around them. They should apply their artistic creativity and flair to projects linked with other areas of the curriculum.



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A great Year 5 artist will be:

Skilled

Refine and develop practised techniques such as printing, sewing and drawing.

Knowledgeable

Be aware of the works of others in a particular medium of art. Eg famous artists that use printing as part of their process. Understand how a piece of art has been created.

Resilient

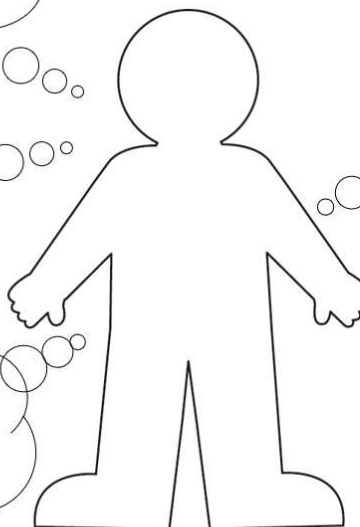
Reinforce and revisit techniques previously studied to allow for more accurate use of tools and materials.

Reflective

Compare their work with the work of others. Explain with increasingly accurate vocabulary the process they have been through. They will be critical of their own work and of the work done by other artists, asking questions of the use of colour, shade, shape and tone.

Creative

Use their knowledge from other curriculum areas to inspire them. Using new skills and techniques they should experiment with tone, texture and shape.



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Art at Cavendish Close

A great Year 6 artist will be:

Skilled

Refine and develop practised techniques such as sculpture, sketching and mixed media collage.

Knowledgeable

Reinforce and revisit a wide range of art techniques and artists. Understand how a piece of art has been created, the reasoning behind decisions made by the artist. They will be able to replicate these thought processes in their own work.

Resilient

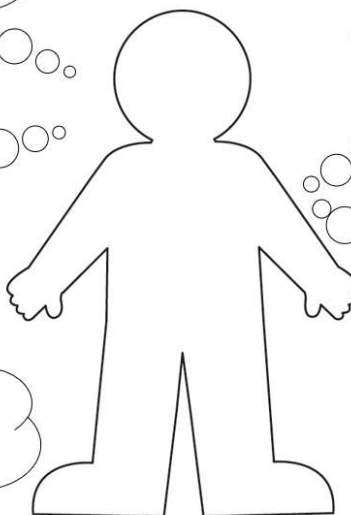
Use tools and techniques with precision. Know that the creative process involves revisiting and honing their talents to create a 'finished' piece.

Reflective

Compare their work with the work of others. Explain with precise and technically accurate vocabulary the process they have been through. They will be critical of their own work and of the work done by other artists, asking questions of the use of colour, shade, shape and tone.

Creative

Use their own imagination to create art works that are well thought out. They should ask questions of themselves and of the work of famous artist.



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