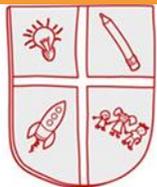


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ART & DESIGN IMPLEMENTATION



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Art and Design - Implementation

At Barrow Primary School, Art and Design is taught across each year group in models that enable pupils to study in depth the key skills, understanding and vocabulary. Each module aims to activate and build on prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to allow for prior learning to be built upon and skills to be practiced and advanced.

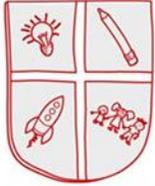
CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D and Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

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Art and Design - Implementation

Timetabling

Art Design is taught in modular blocks.



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3 x 1 hour lessons are taught in this cycle

Week 1		Week 2		Week 3	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
Art	Art	Art	Art	Art	Art
Maths	Geography	Maths	History	Maths	Computing

3 x double Art lessons are taught in this cycle

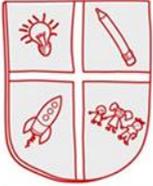
No colour means weekly teaching

Week 4		Week 5		Week 6	
PE	Geography	PE	History	PE	Computing
Music	RE	Music	RE	Music	RE
Geography	PE	History	PE	Computing	PE
DT	DT	DT	DT	DT	DT
Maths	Geography	Maths	History	Maths	Computing

3 x double DT lessons are taught in this cycle



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Art and Design - Implementation

Planning

All modules have a sequenced overview outlining each lesson, with the main learning activity and objective to be achieved during that lesson. Kapow provide teacher videos, and detailed lesson plans and resources to support teacher's subject knowledge and confidence when teaching a new art skill. Within lesson plans are key vocabulary and questions, to encourage discussion and use of the correct artistic terminology. These are used for partner and class discussions.

An example of Year 3 Autumn 1 Medium Term Foundation Subject Planning, including Art and Design

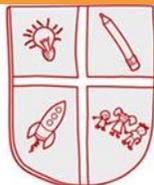


Medium Term Foundation Subject Planning – Year 3 Autumn 1

Modular subject	Special Events	Week	CLUSP link	Subject Content	Lesson Outcome	Key vocabulary
Geography		1	Poetry on a theme – Emotions (E-safety)	What are the 8 points on the compass?	Children to explore 8 points of a compass, looking at the cardinal and <u>intercardinal</u> points. Children continue to explore using 8 points of a compass. Working with a partner to move around and identifying objects within the environment. Begin to write sentences to explain locality using cardinal and <u>intercardinal</u> points.	Cardinal, <u>intercardinal</u> , precise, align
		Science		To know how rocks are formed	Children look at how rocks are formed from heated and cooled molten lava – they understand that rocks are natural and not man-made. They explore several types of elements that are true rocks and look at their properties. They define what a rock is and test rock hardness.	Igneous, molten rock, lava, magma, natural
		Art		Use graphic marks to depict the line and contour of a shape. Use white to change the tint of a colour.	Look at examples of the earliest drawings that man created (cave art). Study lines in cross-sections of rocks and look at the shapes and patterns in fossils. Create a swirl and use it to frame and group different marks that are the same. Add varying amounts of white to a base colour to create tints.	hue
		Music		What is a ballad? To sing a ballad and explain what it is.	Children listen to and learn to identify the features of a ballad, understanding that ballads tell a story through a song.	Ballad Ensemble
		PE		Gymnastics – Static Shapes. To develop flexibility, strength, technique, control and balance. Dance – Volcanic eruption! To improvise and create movements with a partner.	Children to learn and perform a straddle, tuck and pike position with stillness and control. Children to link movements with a partner to create a dance phrase.	Control, balance Improvisation phrase

Teachers plan meticulously on the medium term plans to include theme, teaching outline, cross curricular links and vocabulary.

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Art and Design - Implementation

Assessment

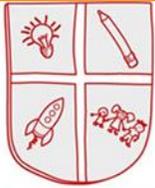
Assessment of Pupils:

The assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. *At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.*
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. *What happens if you change the size of the mark?*
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to:
 - use artistic language effectively;
 - explain artistic techniques and processes;
 - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.

Art and Design - Implementation



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Knowledge Organisers

Accompanying each module is a knowledge organiser, which contains key vocabulary, information and key facts which pupils can refer to and use throughout their learning module. Key vocabulary is discussed at the beginning of the module, and is encouraged to be used by the children throughout the module when discussing artwork and

Slide Seven - Knowledge Note

Slide seven is an aide memoire for pupils. This should be introduced at the start of lesson one so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the lessons progress.

The slide contains two identical copies of the Knowledge Note with the intention that these be trimmed and stuck into sketchbooks for pupils to refer to as necessary.

Core content:

Pupils are provided with a brief summary of the content of each block.

Technical vocabulary:

Key technical vocabulary that is covered in each block, providing a useful glossary of terms for pupils to refer to. Icons have been used to aid understanding of terms.

Knowledge Note: Y1 Drawing – Block A

Year 1: Drawing

Core content

Explore mark making - create a range of marks using different media on a surface.

Technical vocabulary

Cross-hatching - drawing a series of parallel lines to create tonal effects.

Monoprints - using shades of one colour (in this case, black and white).

Orientation - the direction in which lines are drawn.

Surface - the flat area of paper or canvas.

Drawing - creating a range of marks on a surface.

Illustrations

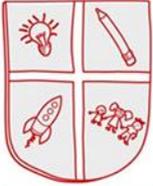
Albert Durr (1871 - 1928)
German artist and printmaker

Lygia Clark (1914)
New Zealand illustrator and author

Connections:

Images, showing examples of illustrators' and artists' work, are used so that pupils can refer to these as a reminder of the artists they have studied and the styles associated with those artists.

Knowledge Note Example
Year 1 Block A Drawing



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Art and Design - Implementation

Vocabulary

Vocabulary forms a key part of our wider curriculum. Kapow also provide a progression of Art and Design vocabulary to allow teachers knowledge of what vocabulary has already been introduced and how they build on this already learnt vocabulary. children are encouraged to use the correct art vocabulary when discussing their work, others work and art skills.

An example of Yr3 Drawing and Painting Block A - Vocabulary

Technical Vocabulary	Definition
tonking	a method of taking paint off (or blotting) a surface to reveal other marks
sgraffito	a method involving scratching through the surface layer of paint to reveal the layer beneath
impasto	a painting technique in which the paint is applied so thickly that it stands out from the surface, creating texture

Vocabulary Quiz Explanation

Slide Six - Vocabulary Quiz

Slide six has a task for pupils to undertake after the block has been completed. It contains a range of questions requiring simple written responses covering the following: analysing words, defining words, making connections to other known words and using words in context. Technical vocabulary listed in the Knowledge Note is included in this section along with other key vocabulary that is used in the block.

Analyse:

The questions in this section relate to the close analysis of the etymology and morphology of words and their origins.

Connect:

Questions in the Connect section require pupils to make links to other known words and compare words for meaning. Different question types are used to elicit pupils' understanding of synonyms and antonyms and how words relate to each other.

Vocabulary: Y1 Drawing – Block A

<p>OWN-it Analyse</p> <p>Tick the part of the word <i>manoeuvre</i> that means one:</p> <p><input type="checkbox"/> none</p> <p><input type="checkbox"/> <i>oeuvre</i></p> <p>Underline the part of the word below that means more than:</p> <p style="text-align: center;">darker</p> <p>Underline the part of this word that means more than one:</p> <p style="text-align: center;">lines</p> <p>LINK-it Connect</p> <p>Circle the word that means the same as <i>thick</i>:</p> <p style="text-align: center;">thick thin</p> <p>Write a word meaning the opposite of <i>curved</i>:</p> <p>_____</p> <p>Write two words to describe types of lines:</p> <p>1. _____</p> <p>2. _____</p>	<p>KNOW-it Definition</p> <p>Tick one: The word <i>tonking</i> means:</p> <p><input type="checkbox"/> making marks with dots.</p> <p><input type="checkbox"/> making marks with parallel lines.</p> <p style="text-align: center;">True or false?</p> <p>A horizontal line is one that goes from left to right.</p> <p><input type="checkbox"/> True <input type="checkbox"/> False</p> <p>Tick the correct definition of the word <i>tone</i>:</p> <p><input type="checkbox"/> a piece of music</p> <p><input type="checkbox"/> a shade of colour</p> <p>USE-it Use in context</p> <p>Complete the sentence:</p> <p>Drawing lines on top of each other in different _____ is called crosshatching.</p> <p>Write a word in the gap that will complete this sentence correctly:</p> <p>Using harder pressure will create a _____ tone.</p> <p>Use the word <i>shade</i> correctly in a sentence:</p> <p>_____</p>
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Definition:

Pupils need to show understanding of the words they have been taught and have been using in their lessons, by answering questions relating to word definitions.

Use in context:

To further assess pupils' understanding of terminology, they are asked to use specific words correctly in context. Some questions require pupils to write a full sentence, others require them to select the correct option or complete a given sentence by filling a gap with the correct word.

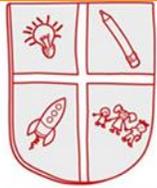
Art and Design - Implementation

Resources

Where appropriate, art modules will include high quality texts for pupils to engage with. Unity Schools Partnership are working closely with Curriculum Visions to ensure their subject content has supporting materials which can be accessed by pupils in school and at home. An Excel spreadsheet is included on the website with all the materials needed for the year for all year groups.

Year Group	Unit	Block	Item	Description	Quantity	Notes					
1	Drawing	A	Sketchbook	A4 or A3	class set						
			Paper	A2 Cartridge 130-200gsm 250 st A3 newsprint pack of 500 A2 sugar - brown A2 sugar - off white (pack of 250) A2 sugar - beige (pack of 250)	1 1 1 1 1	Purchases will be used across other units To be used across all units Paper can be cut to various sizes - there is the option to purchase A2, A3 or A4 Sugar paper is sometimes referred to as construction paper Use odd pieces of recycled paper and cardboard (not coloured)					
			Charcoal	willow sticks - box of 25	1	These can be broken, pupils only need a very short length to work with					
			Pencils	HB (class set) 2B pack of 12	1 3						
			Wax crayons	Class pack (multi coloured) Chunky class set Metallic (box of 48)	1 1 1	Just use black and white Just use black and white					
			Oil pastels	black (pack of 12) white (pack of 12)	3 3						
			Chalk pastels	Soft white (soluble) pack of 12 Soft black (soluble) pack of 12	3 3	Could purchase a class coloured set but only use black and white					
			Chalk	Economy pack of 12	3	Packs of twelve					
			PVA glue	5 litre	1	This will be enough for several units					
			1	Painting	B	Paint	Ready mixed Red - 1 litre Ready mixed Yellow - 1 litre Ready mixed Blue - 1 litre Ready mixed White - 1 litre Ready mixed Black - 1 litre	1 1 1 1 1	Could purchase as 5 litre bottles		
						Paintbrushes	Long round hog hair (assorted si Long flat hog hair (assorted sizes)	1 1			
						Water pots	Wide based set of 6	5			
						Palette	6 well palette (set of 24)	1	Optional - as could use paper towel or recycled cardboard		
						Printmaking	C	Clay	12.5Kg buff	1	
								Utensils	class set		
								Printing ink	waterbased printing ink black 30l waterbased printing ink white 30l	2 2	could use lolly sticks
			Ink (slab/block)	Plastic tray Pack of 20 250 x 200r	1/2						
			Plasticine	500g	10			Could be used instead of the clay			
			Paper	A3 Cartridge 200gsm (250 sheet	1						
			Textiles	D		string yarn or wool					
						oil pastels assorted colours clas White cotton fabric	1	Could use old sheets			
						Dye assorted colours (Brusho se	1	Could use Brusho or similar			
			3D	E	Clay	Plaster of Paris Air dry clay buff 12.5 Kg Airdry clay terracotta 12.5 Kg Clay cutting wire	4 4 1				
					Collage	F	Paper	tissue assorted colours- 200 sh cellophane assorted colours (6) Foil rolls assorted (6) Sugar A4 paper (black) 140gsm	1 1 1 1	Recycled paper and card including magazines	
							Fabric	Hessian (5m rolls) Textured fabrics (off-cuts)	1 1	Across school use Optional - purchase for across school use)	
			Glue	Glue sticks (class set)			1				

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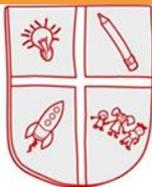
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Art and Design - Implementation

Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum which has supported the development of a modular wider curriculum.

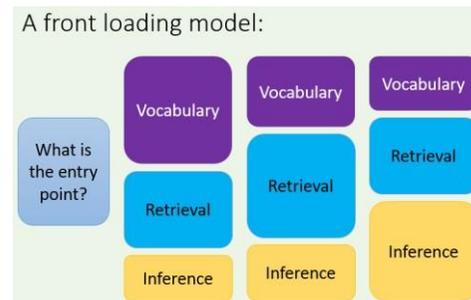
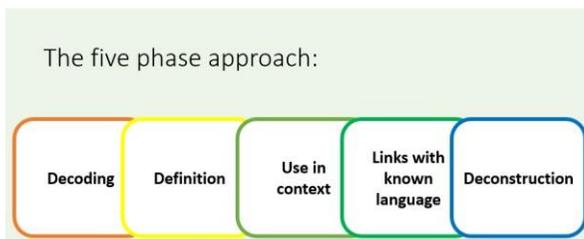
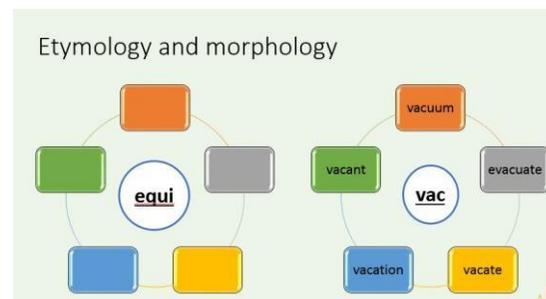
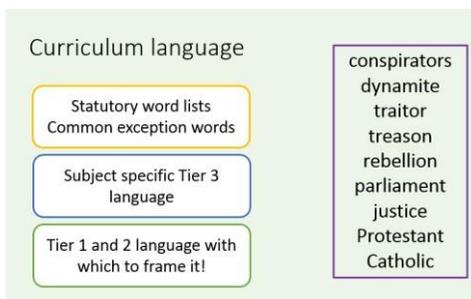
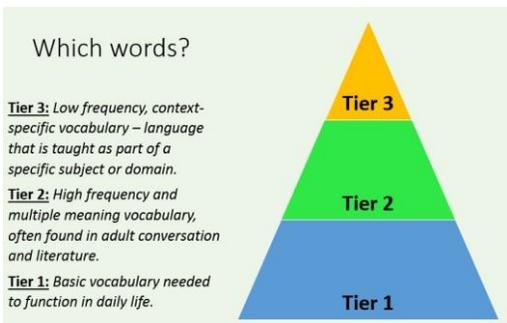
In addition, staff have been trained in the Theory of Reading which emphasises the importance of teaching reading across all subjects and how to teach vocabulary – including etymology and morphology.



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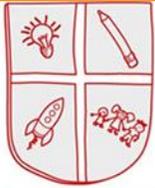
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Trust wide art leader's meetings allow art subject leaders to share good practise with other leaders and feedback on ideas and possible improvements to their own school leadership of art and design.

The art design subject specialist attends regular online meetings with Jane Ryder that focus on teaching and learning skills across the key stages. This information is fed back to staff in the form of email, staff meetings and via lesson feedback.



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Greater Depth in Art Design

What does Greater Depth look like in Art & Design

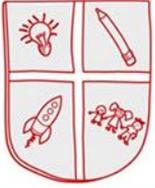
In this document, there is a selection of criteria presented that staff need to aim to provide for children during Art and Design lessons. This will assist pupils in getting to greater depth or show that they are performing at greater depth.

A child's ability to skillfully apply their learning in more in-depth ways is called Mastery. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. They are the pupils who show natural talent and are able to take an idea or a new skill and adapt it or develop it further independently.

This means that pupils working at Greater Depth will be able to:

- GD pupils will work independently
- GD pupils will research an art movement or artist in greater depth and adapt ideas and process into their own art
- GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- When evaluating their work GD pupils are more analytical and work independently to assess and improve their art
- GD pupils have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art

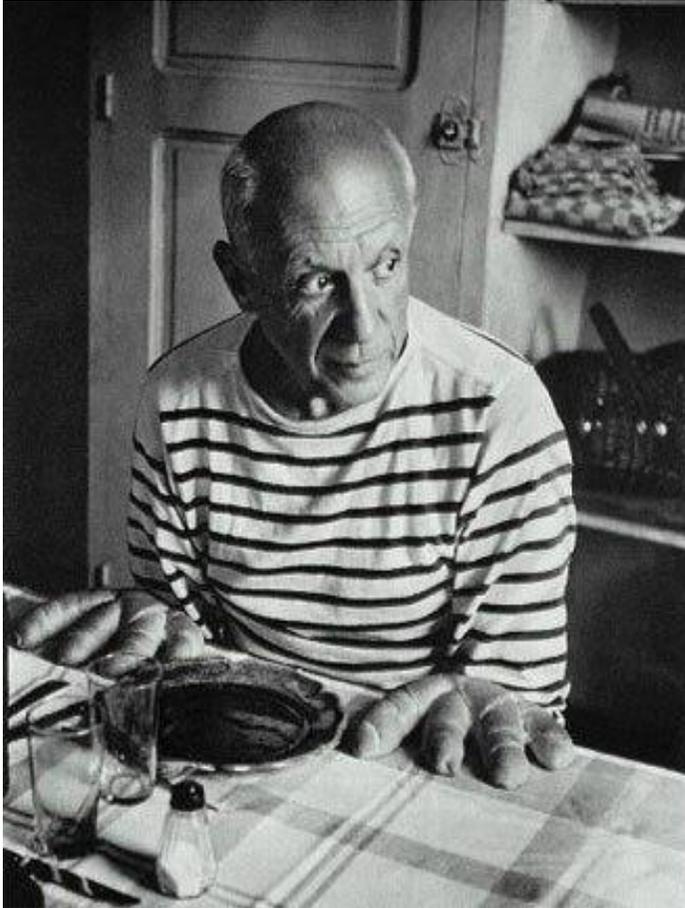


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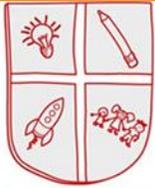
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Greater Depth in Art Design



“Every child is an artist.
The problem is how to
remain an artist
once we grow up”
- Pablo Picasso

twistedifter.com



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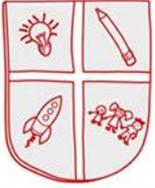
Greater Depth in Art Design

How would a child's Mastery of Art and Design present itself?

- **Generating Ideas:** Showing greater complexity, research, observation, originality, perception, aspiration, creativity
- **Making:** Showing greater technique, skill, control, complexity, mastery, quality, judgement, creativity
- **Evaluating:** Showing greater judgement, autonomy, independence, perception, subtlety
- **Knowledge:** Showing greater breadth, contextual understanding, explanation, judgement

A report published by Ofsted in 2008 'Making a Mark: art, craft and design education' states:

- Where achievement was good or outstanding, pupils' strong understanding of how well they were doing was reinforced by regular use of sketchbooks to develop ideas, record observations, explore different media or evaluate their work.
- Risk-taking also contributed to the highest achievement.
- Exposure to original work created by other artists, craft makers and designers raised pupils' creative aspirations and accelerated their progress.
- Pupils' observations of creative work at first hand inspired them to record observations, explore techniques and develop ambitious ideas which were far in advance of their previous work.



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Greater Depth in Art Design

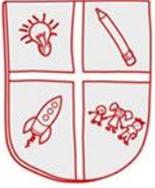
Problems with judging Greater Depth in Art and Design

Art assessment should never be a judgement passed from teacher to pupil, it should be positive guidance for improvement. Art assessment should promote and improve learning and the most important aspect of the assessment process is creativity itself.

Paul Carney Arts, 2020

It is very difficult to assess Art and Design as work can not be judged as right or wrong as in other subjects.

It is a personal journey and is not always about judging a finished piece. Pupils can grow and achieve in different ways that is not always evident in a finished piece. A continuing dialogue throughout the lesson, through discussion with the pupil and the teacher offering advice, will produce a much more in depth judgement of the work than just assessing the piece when it is finished. Students need to understand that it is perfectly normal to feel frustrated and yet be able to give themselves credit and move on. They should not only learn how to develop technique but also how to analyse their own work fairly and make good choices. Assessment should become a positive, healthy experience where pupils take creative decisions comfortably and learn from their mistakes.



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Assessment

Art Design is assessed at the end of each unit (half termly). Each child has a sketchbook in which they record their work and progress. This shows evidence of learning and incorporates the children's knowledge organisers and knowledge notes from CUSP. Pupils' work is displayed around the school and in classrooms to value learning and exemplary work.

Teachers will assess each child against our assessment criteria (below) using our whole-school assessment system 'Insight'.

The children are scored on a scale from 0-3

- 0- Taught but not understood
- 1- Some evidence but not yet secure
- 2- Objective secure
- 3- Working at Greater Depth

^ Y1 Objectives

Drawing

Painting

Printmaking

Textiles

3D

Collage

^ Y2 Objectives

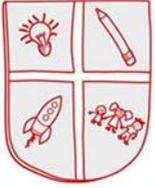
Drawing

Painting

Printmaking

Textiles & Collage

3D



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Assessment continued...

^ Y3 Objectives

Drawing & Painting

Printmaking

Textiles & Collage

3D

^ Y5 Objectives

Drawing & Painting

Printmaking

Textiles & Collage

3D

^ Y4 Objectives

Drawing

Painting

Printmaking & Textiles

3D & Collage

^ Y6 Objectives

Drawing

Painting & Collage

Printmaking & Textiles