

### ART AT DOWNSVIEW

#### Our Vision (Intent)

At Downsview, we believe that a high-quality Art and Design education should inspire in pupils a curiosity and fascination about artists and different types of art. We believe that art is crucial in fostering creativity and self-expression. Moreover, it provides children with an insight into other cultures and their beliefs. Furthermore, art complements the wider curriculum by introducing them to different countries, cultures, and beliefs. Additionally, children gain an opportunity to learn about artists from different periods of time and acquire an insight into the beliefs held by people during those times. Art, when taught well, should fascinate, and inspire children and nourish curiosity. Art and design complements other areas of the curriculum through building on children's emotional literacy and their understanding of the world around them.

At Downsview, we want children to realise that art and design is achievable for everyone. We want to build on children's interests and experiences but also find ways to challenge and excite them with content that might be beyond their immediate horizon. We carefully selected units which reflect the needs of our children: units which will give them the knowledge and skills to appreciate art and design and its role in the wider world.

#### How we plan and teach Art (Implementation)



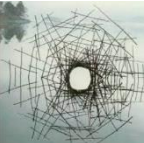
Although we make meaningful links to other curriculum areas, we believe that children should see Art and Design as a subject in its own right. When planning our curriculum, we have thought about its distinctive character as a discipline and ensured that we have woven the concepts that are fundamental to critical thinking, with respect to art and design, into our curriculum. Skills needed to be an artist are taught progressively. Concepts are built upon, learning is revisited, and children's locational knowledge is built on year on year.

#### How we evaluate learning in Art (Impact)

The impact of our art and design curriculum can be seen in children's art books and on displays across the school. There are overviews for each unit, which outline what children will be learning, how lessons build on previous learning and what the next steps are. Lessons are revisited regularly and reviewed. This allows for improvements to be made in future planning. When teachers start new units, they recap on prior learning and use our threads to deepen children's understanding and knowledge of art and design.

Year Group	Unit 1	Unit 2	Unit 3
ONE A	<b>Africa</b> <i>7 Continents &amp; Nairobi</i>	<b>The United Kingdom</b> <i>Countries and Capital Cities</i> <i>Compare London to Nairobi</i>	<b>Seaside</b> <i>UK Seas and the 5 Oceans</i> <i>Compass Points</i>
One B	<b>Hot and Cold</b> <i>Climate in different countries.</i>	<b>Lady with the lamp</b> <i>Significant historical figures</i>	<b>Do we look after our town?</b> <i>Local area/environment</i>
TWO	<b>Hot &amp; Cold</b> <i>Seasonal changes around Globe</i>	<b>School Grounds &amp; Local Area</b> <i>Photos &amp; Map Work</i>	
THREE	<b>Farming &amp; Food</b> <i>Land use and changes over time <a href="#">Link to History</a></i>	<b>Journey to Scotland</b> <i>Counties, Cities and key topographical features <a href="#">Link to History</a></i>	<b>Europe</b> <i>Overview then focus on region in Russia</i>
FOUR	<b>Mountains (Eastern Europe)</b>	<b>Rivers</b> <i>How they bring change – link with settlers</i> <i>Teach before Egyptians <a href="#">Link to History</a></i>	<b>Water Cycle</b>
FIVE	<b>Trade Links</b> <i>Economic activity and major trade routes, time zones</i>	<b>Antarctica</b>	<b>Volcanoes &amp; Earthquakes (N or S America)</b>
SIX	<b>North America (Climate zones &amp; biomes) <a href="#">Link to History</a></b>	<b>Global Warming / Coastline</b>	<b>Sustainable Planet</b> <i>Distribution of natural resources</i>

### YEAR ONE/TWO Rolling timetable.

Unit	Africa	The United Kingdom	The first flight
NC	To use paintings and drawings to develop and share ideas, experiences, and imagination. To develop a wide range of artistic techniques using pattern, techniques, colour, texture, line, shape, form and space.	To create drawing considering line, space, shape, and form.	To produce creative work, exploring ideas and recording experiences. To evaluate and analyse creative works using the language of art, craft and design.
Thread	 Silhouette painting	 Sketching and drawing	 Natural collages
Overview	Our key learning will be based on creating settings and back drops for paintings.	Our key learning will be thinking about self-portraits, considering different artists who have drawn or painted themselves previously and recreating artworks in a similar style.	Our key learning will be based on collages, learning what collages are and what a natural collage may be. Children will think about materials that can be found outside and how these can be used to create artistic pieces thinking about space, shape, and form.
Key questions	<ul style="list-style-type: none"> <li>• What is a back drop?</li> <li>• What is a silhouette?</li> <li>• What colours can I create by mixing prime colours?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a self-portrait?</li> <li>• What artists have completed self-portraits?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a collage?</li> <li>• What is a natural collage?</li> <li>• Which well-known artists make natural collages?</li> <li>• What materials are in my outside area?</li> <li>• How can I use these to create a pattern?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> The children will have practiced cutting in reception and mixing paints. Furthermore, they will have used paint brushes previously and practiced painting.</p> <p><b>Future knowledge:</b> Children will further their understanding about a range of various artistic techniques and using silhouettes. Further to this, they will begin to evaluate their work and the impact it has.</p>	<p><b>Prior knowledge:</b> The children will have experience in drawing from reception. They will also have used a range of tools such as paintbrushes and colouring pencils to create drawing.</p> <p><b>Future knowledge:</b> Children will develop their knowledge of drawing further by considering pencil types and the effects they have and how to add details to drawings.</p>	<p><b>Prior knowledge:</b> The children may have made simple collages in the past and will have experience in cutting, sticking, and gluing. They will have limited understanding about what a collage is and how to make one.</p> <p><b>Future knowledge:</b> They will take their understanding of collages further by creating more intricate patterns, thinking about shape and space.</p>

# ART CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Silhouette, mixing, water colours, light, dark, poster paints,	Sketch, shading, pressure	Collage
<b>Yearly Vocabulary</b>	Silhouette, mixing, water colours, light, dark, poster paints, hatching, sketching, circling, smooth shading, and blending.		
<b>Skills</b>	Sketching	Children will practise sketching and different techniques associated with this. They will consider how much pressure to apply when sketching and what impact this has on their work. Additionally, they will experiment using different sketching techniques.	
	Watercolours	Children will learn about the primary colours, mixing of colours and how to create darker or lighter tones.	
	Collage	Children will develop their understanding of art and collage by using natural materials to create their own designs. They will look at other artists who have made natural collages such as Andy Goldsworthy.	

### YEAR ONE/TWO Rolling timetable.




Unit	Hot and Cold	Lady with the lamp	Do we look after our town?
NC	To develop a wide range of art and design techniques using pattern and colour	To develop and use a wide range of art & design techniques	To use drawing, painting and sculpture to develop ideas and stretch imagination. To develop a wide range of art and design techniques.
Thread	Colour and pattern	Sketching	Junk Modelling
Overview	Children consider the colours used in pictures from the class text, they learn primary colours and colour theory.	Children practise sketching pictures of people and places linked to their learning on Florence Nightingale.	Children learn what junk modelling is, looking at examples and create their own sculptures.
Key questions	<ul style="list-style-type: none"> <li>• What are primary colours?</li> <li>• How can we make different colours?</li> <li>• How can we make different shades of the same colour?</li> </ul>	<ul style="list-style-type: none"> <li>• What is sketching?</li> <li>• What techniques are used in sketching?</li> <li>• How can I create different shades using a pencil?</li> </ul>	<ul style="list-style-type: none"> <li>• What is art?</li> <li>• What is junk modelling?</li> <li>• What is a sculpture?</li> <li>• What is recycling?</li> </ul>
Knowledge	<p><b><u>Prior knowledge:</u></b> Children may have used poster paints in reception and recognised that colours can be changed by mixing.</p> <p><b><u>Future knowledge:</u></b> Children will begin to think about colour mixing to create shades and tone to paintings.</p>	<p><b><u>Prior knowledge:</u></b> Children will have drawn pictures previously</p> <p><b><u>Future knowledge:</u></b> To sketch a range of pictures considering the background and foreground and proportion of objects.</p>	<p><b><u>Prior knowledge:</u></b> Through Early Years, children will have been encouraged to create a range of pieces using various materials</p> <p><b><u>Future knowledge:</u></b> Junk modelling will be revisited, along with discussions about art and it's meaning.</p>

# ART CURRICULUM

## Progression of Skills & Knowledge






<b>Specific Vocabulary</b>	Colour theory, primary colours, shade tone	Shade, tone, lines, shading	Recycle, junk modelling, expression
<b>Yearly Vocabulary</b>	Colour theory, primary colour, shade, tone Lines, shading, recycle, scrap, junk modelling, expression		
<b>Skills</b>	Painting	Children practise painting and mixing colours to create new colours	
	Sketch	Children sketch pictures of people and places beginning to think about including a background as well as a focal point in a picture.	
	Junk modelling	Children use everyday materials to design a piece of artwork.	

YEAR THREE			
Unit	Stone Age	Escape from Pompei	Europe
NC	To develop techniques and control, considering creative approaches to art and design. Improve mastery of art and design techniques including using a range of materials. To learn about art from early man.	To develop techniques and control, considering creative approaches to art and design. Improve mastery of art and design techniques including using a range of materials.	To develop techniques and control, considering creative approaches to art and design. Improve mastery of art and design techniques including using a range of materials. To learn about a range of artists from history.
Thread	 <p>Stone Age Art</p>	 <p>Mosaics</p>	 <p>Pointillism</p>
Overview	The Lascaux caves are the most considerable evidence of mankind's interest in early art. Through learning the history of this area, children will learn about styles of cave art and consider what tools would have been used to paint and how paints were made.	Rome was famous for its mosaics, with the homes of the wealthy being adorned with intricate designs. Children will look at and critique some preserved designs from Rome and Pompei. They will notice patterns and designs and think how they could make their own.	Considering the work of George Sirat and Paul Signac, children study the emergence of pointillism and what artists thought about it at the time.
Key questions	<ul style="list-style-type: none"> <li>• Where are the Lascaux caves? What are they?</li> <li>• How did early man create art?</li> <li>• What tools did early man use for art?</li> <li>• How were paints made?</li> </ul>	<ul style="list-style-type: none"> <li>• Who were the Romans?</li> <li>• Where is Pompei? What happened there?</li> <li>• What are mosaics?</li> <li>• Where would mosaics be found in Roman towns and cities?</li> <li>• How could we design our own mosaics?</li> </ul>	<ul style="list-style-type: none"> <li>• What is pointillism?</li> <li>• Who were George Sirat and Paul Signac?</li> <li>• What is colour theory?</li> <li>• How can we recreate a work of art inspired by pointillism?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> The children have knowledge of mixing paints and colours (year 2) and have experience in using tools for painting, such as paint brushes (y1&amp;2).</p> <p><b>Future knowledge:</b> Understanding the history of creativity will allow children to consider what colours would have been used during a key period of history. Further to this, they will question and understand why certain colours were used, linking this to available resources around in that period.</p>	<p><b>Prior knowledge:</b> Children have experiences of collages (Yr2) and using paintbrushes (Yr 1 &amp; 2). They have considered colours that complement and how available resources could affect the colours that are used (Stone Age).</p> <p><b>Future knowledge:</b> They will master their understanding of collage design, observing mosaics, designing their own and creating them using a variety of methods, such as printing and collages.</p>	<p><b>Prior knowledge:</b> Children have a grounding in colour theory, painting and different techniques for painting such as water colours (Year 1 &amp; 2)</p> <p><b>Future knowledge:</b> Children will consider a new style of art they have not looked at before, they will experiment with artistic techniques and recreate their own designs based on the principles of pointillism.</p>

<b>Specific Vocabulary</b>	Stone Age, Lascaux caves, Cave art, outline, ochre, hue, charcoal,	Collage, mosaic, printing	Pointillism
<b>Yearly Vocabulary</b>	Stone Age, Lascaux caves, Cave art, outline, ochre, hue, charcoal, Collage, mosaic, printing, Pointillism, matrix, print, primary colour, secondary colour		
<b>Skills</b>	Charcoal drawings	Children practise using chalk to create drawings. They will study the art found in the Lascaux caves, consider their historical meaning and create their own art influenced by what they have seen.	
	Printing	Children could further their understanding of printing by creating square matrixes to create a Roman mosaic style design.	
	Collage	Children could create a mosaic style collage, by creating patterns using coloured square paper. They will consider popular Roman mosaic designs and imitate them through their work.	
	Pointillism	Children use different utensils, such as thin paint brushes and cotton buds to practise mixing primary colours to create new colours. They learn about prominent artists from history and imitate their work.	






YEAR FOUR			
Unit	Local Area Study	Rivers	Traders and Raiders
NC	To develop techniques using fine motor skills and manipulating materials, experimenting, and increasing awareness of diverse types of art, craft, and design.	To develop control and experiment with different types of sketching pastels.	Select and use a range of tools and equipment to perform practical tasks.
Thread	 Printing	 Sketching and pastels	 Design practical models
Overview	Inspired by Katsushika Hokusai, children create detailed printing templates then create prints and transfer them.	To improve sketching techniques and mastering control of different utensils required for drawing.	Research Viking boats with a view to design their own boats. Consider appropriate materials to use to make models. To test and evaluate design.
Key questions	<ul style="list-style-type: none"> <li>Who was Katsushika Hokusai?</li> <li>What is printing?</li> <li>What are different methods of printing?</li> </ul>	<ul style="list-style-type: none"> <li>What is sketching?</li> <li>What are the different sketching techniques?</li> <li>What is blending?</li> <li>What is stippling?</li> <li>What is scumbling?</li> <li>How can I use different amounts of pressure to change my drawings?</li> </ul>	<ul style="list-style-type: none"> <li>How did Vikings make their boats?</li> <li>What were they used for?</li> <li>What shapes float or sink?</li> <li>Which materials would be suitable for a model boat?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> The children will have looked at manipulating materials through years 1 and 2, in design and technology when creating mechanisms and levers. Moreover, they would have created sculptures in year 3 and considered different artists and techniques.</p> <p><b>Future knowledge:</b> With prior practise of manipulating materials and painting, they will refine these techniques further through making string and foam printing templates, considering how to make them and what skills they need to create an aesthetic print.</p>	<p><b>Prior knowledge:</b> Children will have used a range of utensils, including pastels in (y1 &amp;2) to draw and will have gained a further understanding of using chalks in year 3. They will understand some of the techniques required for using chalks which are transferrable to pastel drawing.</p> <p><b>Future knowledge:</b> Children will embed the techniques previously taught and experiment using new skills with pastels.</p>	<p><b>Prior knowledge:</b> Children will have made structures (y2) and models previously. Moreover, they will have considered what materials are required for previous designs.</p> <p><b>Future knowledge:</b> The children will develop this further by considering not only the best materials to use but the shapes that will work best, bearing in mind they are aiming to create a working model.</p>

# ART CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Print, accuracy, gallery	Blend, flat edge, layering, rubbing, contour, portrait/landscape, 3 <sup>rd</sup> dimension, hatching, cross hatching, sketch, blend, stipple, scumble	Concave, float, sink, buoyancy, density,
<b>Yearly Vocabulary</b>	Print, accuracy, gallery, art, design, manipulate, portrait, landscape, 3 <sup>rd</sup> dimension, hatching, cross hatching, sketch, blend, stipple, layering,		
<b>Skills</b>	Printing:	<ul style="list-style-type: none"> <li>• Printing techniques</li> <li>• Creating matrixes</li> <li>• Manipulating materials</li> <li>• Measuring</li> </ul>	
	Sketching:	<ul style="list-style-type: none"> <li>• Using various sketching techniques.</li> <li>• Using appropriate terminology to describe drawings and sketches created.</li> </ul>	
	Pastels:	<ul style="list-style-type: none"> <li>• Understanding a range of techniques that can be used with pastels</li> <li>• Evaluating work created</li> <li>• Being able to use vocabulary to describe techniques used.</li> </ul>	
	Working models:	<ul style="list-style-type: none"> <li>• Using measures to create accurate designs.</li> <li>• Evaluating completed work, comparing completed models to original design.</li> </ul>	




YEAR FIVE			
Unit	The Victorians	World War 1	Ancient Greece
NC	To know about great artists and the cultural development of their artforms. Become proficient in a range of drawing and art techniques.	To know about great artists and the cultural development of their artforms. Become proficient in a range of drawing and art techniques. Evaluate and analyse creative works using appropriate language.	To improve mastery of art and design techniques, including paintings and sculpture. To know about art throughout history.
Thread	 <p>Printing William Morris</p>	 <p>Symbolism- Gustav Klimt</p>	 <p>Ancient Greece Art</p>
Overview	Linked to their learning about the Victorians, they consider the life and work of William Morris. They will consider different printing techniques and recreate printing and drawings in his style.	Linked to their learning about the great war, they consider the life and work of Gustav Klimt. They consider the impact that symbolism can have on art and using the correct terminology begin to appreciate and comment on artistic techniques.	Linked to their learning on Ancient Greece, children will learn about Greek theatre, comedy and tragedy. They design masks. They study Greek pottery and marble sculptures and recreate some designs inspired by what they have studied.
Key questions	<ul style="list-style-type: none"> <li>Who was William Morris?</li> <li>How did technology aid his art?</li> <li>What impact did his work have?</li> <li>What is printing?</li> <li>What impact did the industrial revolution have on art?</li> </ul>	<ul style="list-style-type: none"> <li>Who was Gustav Klimt?</li> <li>What symbolic imagery did Gustav Klimt use?</li> <li>How can I create a piece that uses symbolic imagery?</li> <li>What is impressionist art?</li> <li>What is a landscape painting?</li> </ul>	<ul style="list-style-type: none"> <li>How was theatre used in Ancient Greece?</li> <li>How were masks used in Ancient Greece plays?</li> <li>What colours were used in pottery designs?</li> <li>How ere sculptures made?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Children will have knowledge of printing from previous years in school. They will have experiences in some processes involved in printing and how to construct prints.</p> <p><b>Future knowledge:</b> Colours and patterns that can be used in prints, aesthetic appeal of prints.</p>	<p><b>Prior knowledge:</b> Children will have considered a range of artists and artistic techniques, from pointillism to water colour paintings.</p> <p><b>Future knowledge:</b> Symbolism in paintings, impressionist art,</p>	<p><b>Prior knowledge:</b> Children will have used clay to create different artworks previously. Through previous learning on Romans, they may have come across similar artwork to Ancient Greece.</p> <p><b>Future knowledge:</b> A further understanding of art in ancient Greece.</p>

# ART CURRICULUM

## Progression of Skills & Knowledge



<b>Specific Vocabulary</b>	Wallpaper, printing, synthetic ink, industrial revolution, observe, sketch, printing block	Impressionist art, imagery, symbolism, brush stroke	
<b>Yearly Vocabulary</b>	Wallpaper, printing, synthetic ink, industrial revolution, observe, sketch, printing block, impressionist art, imagery, symbolism, brush stroke		
<b>Skills</b>	Printing	Children will create their own printing blocks with a design they have created on them.	
	Drawing, sketching	Considering pencil types and shading, children sketch natural fauna and plants.	
	Symbolism	Children will create sketches and produce paintings with symbols that allow them to tell a story through their artwork.	
	Clay/mod rock	Children manipulate different materials to create a piece. They will consider what they will make, using examples of Greek designs to help them. Once complete they will evaluate their designs suggesting what can be improved.	

YEAR SIX			
Unit	The United States of America	Universal declaration of Human Rights	Mayan civilisation
NC	<p>Know about great artists, craft makers and designers Become proficient in drawing, craft, art and design techniques To improve mastery of art and design techniques.</p>	<p>To improve mastery of art and design techniques. To increase awareness of art and design</p>	<p>To learn about architecture and art in history To improve mastery in a range of art and design techniques</p>
Thread	 <p><b>My Place in the World</b></p>	 <p><b>Sustainability</b></p>	 <p><b>Mayan civilisation</b></p>
Overview	<p>Children learn about the artist Tim Jeff and his drawings of animals. They will express opinions on his work and consider what techniques he has used then recreate their own work, influenced by his drawings and the topic book, "Holes" by Louis Sachar.</p>	<p>Children will use art work to show journeys made by refugees, they will improve sketching and drawing techniques and collage techniques.</p>	<p>Children will consider how artists utilise materials, considering the work of Barbara Hepworth. They will have opportunity to manipulate materials and design, create and evaluate their own work.</p>
Key questions	<ul style="list-style-type: none"> <li>• Who is Tim Jeffs?</li> <li>• What are the different sketching techniques?</li> <li>• How can I make objects appear 3 dimensional?</li> <li>• What is perspective?</li> <li>• How can I apply perspective in art?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a journey?</li> <li>• How can I use the grid method to create an accurate sketch?</li> <li>• How can shading and colour be used to add perspective and detail?</li> <li>• How can I use materials to make an effective collage?</li> </ul>	<ul style="list-style-type: none"> <li>• Who is Barbara Hepworth?</li> <li>• What is a sculpture?</li> <li>• What reasons did Mayans use Totem Poles?</li> <li>• What materials can be used to create a Totem pole?</li> </ul>
Knowledge	<p><b>Prior knowledge:</b> Children will have knowledge of a range of sketching techniques and how to create a range of hues of shade.</p> <p><b>Future knowledge:</b> They will develop this knowledge further, considering how to make objects appear 3 dimensional.</p>	<p><b>Prior knowledge:</b> Children will have sketched using pencils before and created collages before using various materials.</p> <p><b>Future knowledge:</b> By further understanding perspective and drawing techniques, children can create more intricate drawings.</p>	<p><b>Prior knowledge:</b> Children will have experience in using malleable resources, such as clay, to create shapes. They will have evaluated previous art work and have some of the language necessary to critique works of art.</p> <p><b>Future knowledge:</b> To gain an appreciation of art throughout history and how tools, resources and mediums have improved over the centuries.</p>

<b>Specific Vocabulary</b>	Perspective, linear perspective, horizon line, vanishing points, converging lines	layering, rubbing, contour, portrait/landscape, 3 <sup>rd</sup> dimension, hatching, cross hatching, sketch, blend, stipple, scumble	Sculpture, totem pole, modernism,
<b>Yearly Vocabulary</b>	Perspective, linear perspective, horizon line, vanishing points, converging lines layering, rubbing, contour, portrait/landscape, 3 <sup>rd</sup> dimension, hatching, cross hatching, sketch, blend, stipple, scumble, colour theory, sculpture, totem pole, modernism,		
<b>Skills</b>	Perspective	Children study the work of Tim Jeffs, they initially create perspective art to make objects appear 3 dimensional, they experiment using different colours to colour in a lizard in the style of Toim Jeffs and create their own perspective art.	
	Sketching	Children use a range of techniques to draw realistic portraits of people using the grid method.	
	Colour theory	By using their understanding of colour theory, children create a portrait of a refugee.	
	Collage	Children further refine their understanding of collage to further improve their mastery and understanding.	
	Modelling	Using clay, mod rock to create a model, considering the purpose of design with an audience in mind.	