

WEST TOWN LANE ACADEMY

Art Curriculum



Intent	The vision for Art as a subject at WTLA is: • to create the broadest, most ambitious range of skills and knowledge possible • to make the study of artists and art history as relevant as possible to our children by linking it to their locality • to build in a clear progression of skills that build coherently on previous knowledge and experiences. Art at WTLA has been designed so that each year group from Year 1 upwards has the opportunity to explore four key strands: Sculpture, Drawing, Painting/mixed media and Art History. Bristol based artists Luke Jerram, Banksy and Emmeline Simpson are studied in order to keep art relevant to our children's locality, helping the children to see themselves as part of a living, evolving Bristol art scene. The vocabulary and skills planned (for each of the four key strands mentioned above) build on the previous year, allowing children to reflect back and evaluate their previous explorations in that area. In the Early Years Foundation Stage, children have opportunities across the year to explore shape, colour, pattern and texture which provides them with a sound base from which they continue their learning journey.
Implementation	Art is deeply embedded in school life at West Town Lane Academy and as a school we are dedicated to the teaching and delivery of a high-quality Art curriculum. This is implemented through: • The Art National Curriculum and EYFS is planned for and covered in full within the EYFS, KS1 and KS2 at WTLA. • Thoroughly planned, sequential whole school yearly overview of the Art curriculum which allows for progression across year groups in selected main areas of Art (Sculpture, Drawing, Painting/mixed media and Art History). • Well- planned and resourced units provide the children at West Town Lane Academy with a hands-on and enriching experience. • Teachers at West Town Lane Academy are given ownership and flexibility to plan for Art from this document allowing the time needed for the children to be critical, inventive and reflective on their work. • Children will undertake Art tasks and use skills from across the curriculum to fully explore the creative process, making preliminary studies and more than one attempt at a 'finished' piece, then evaluating work ensuring that it is of the highest possible quality. Children are also asked to self-evaluate their work.
Impact	We measure the impact of our curriculum through the following methods: • A reflection on standards achieved against the planned outcomes (skills progression maps) • Pupil voice- a sample of children interviewed about their perception of Art and their personal progression and enjoyment • Evidence of high quality work in Sketchbooks • Evidence of high quality work in photographs saved to each class' Portfolio (available on Shared drive) • Evidence of progression using targeted children whose work is followed as they move up the school, mainly using photographs of their work in the Portfolios.

Art curriculum progression Year 1

	Term 2	Term 3	Term 6
Enquiry title	What makes Brislington & Bristol brilliant?	What did Brunel do for us?	How have holidays changed in Weston-super-Mare?
Themes of study	Drawings-Oil pastels and chalks of local landmarks and places.	Painting/mixed media-Study the work of Emmeline Simpson. Create images of <u>local Brunel creations</u> using paint and collage.	Sculpture- Design and sculpt elaborate ice-creams and cones using mixed media to decorate in a considered way.
Skills & knowledge (Common themes: drawing, painting/mixed media, sculpture, Art History)	Drawing -To be able to communicate something about their locality in their drawing -To be able to observe features of their surroundings. -To suggest what spaces/views in their locality might make interesting art. -To draw recognisable features of a space using pencil -To make a range of different marks and blends using pastels -To draw lines of different shapes and thickness, using different grades of pencil Painting/Mixed media -Choose thick and thin brushes as appropriate. -To hold a brush in a useful, flexible way and know never to 'push' a brush - Identify and use primary colours -To begin to paint straight and curved lines with some accuracy. -Use a combination of materials that are cut, torn and glued. -Mix materials to create texture. -To gather and sort the materials they need		Sketch books -To begin to demonstrate ideas in their sketch books -To perceive quick sketches and studies as pictorial 'notes'. -To understand the difference between sketches, notes, ideas and a 'finished' piece. Sculpture -Use a combination of simple 3D shapes. -Suggest two or three different textures by using tools -To cut, roll and coil materials such as dough or plasticine to represent sprinkles, toppings etc.
Key vocabulary	Drawing, sketching, painting, collage, sculpture, features, tone, shade, line, composition, form, shape, mood, texture, blend, pattern, rubbing, colours, primary colours,, tools, materials, cut, torn, crayons, brushes, pencils, crayons		
Cross curricular opportunities	History: Personal and historical significance of landmarks in Brislington and Bristol Geography: Locating Bristol on a map of the UK Geography: Physical/Human Geography in locality and Bristol	DT: designing/building a bridge Computing/Geography: Using Google maps to identify landmarks and locations (Physical Geography) History: The impact of these Brunel creations and how they have changed over time	Geography: locating WSM on map using aerial photos to identify landmarks Computing: Data collection of favourite icecream flavour English: Recount of seaside trip

Art curriculum progression Year 2

	Term 1	Term 4	Term 5
Enquiry Title	What happened on Pudding Lane?	How are all forests the same?	How have people's rights changed?
Themes of study	Painting/mixed media- Fire 'etchings' using watercolour background and black paper collage foreground.	Sculpture-Design and create Forest Animal sculptures with paper-mache/dough/clay. Know who Michael Sowa and Jerry Pinkney are. Suggest moods, motivations and feelings from the animal characters in their paintings.	Drawing- large scale (A3/A2) using charcoal or ink about Women's Suffrage (using photographs as inspiration)
Skills & knowledge (Common themes: drawing, painting/mixed media, sculpture, Art History)	Drawing -To use charcoal and/or 'ink' -To create different tones using light and dark, cross hatching, smudging -To show patterns and texture in their drawings -Experiment with large scale work, using longer drawing implements. -Experiment with a balance of control lines and expressive freed mark making Painting/mixed media -To be able to mix paint to create all the secondary colours -To mix and match colours, and predict outcomes (use solid block pigment) -To make tints by adding white, to make tones by adding black -Create basic colour wheels. -Use a combination of materials that are cut, torn and glued. -To consider negative space in collage		Sculpture -Use a combination of more complex shapes (cones, tapering cylinders etc) -Observe and emulate the correct proportions of animal body shapes -Use techniques such as rolling, cutting, moulding and carving. - Create sculptures depicting movement. Sketch books -To begin to demonstrate ideas in their sketch books - To be able to set out their ideas using 'annotation' in their sketch books - To be able to keep notes in their sketch books as to how they have changed their work 'bigger' 'curlier' 'darker' etc
Vocabulary	Drawing, painting, collage, mosaic, textiles, sculpture, 2D, 3D, medium, water colour, annotation, negative space, tone, shade, line, composition, form, shape, mood, texture, blend, pattern, tints, colours, primary colours, secondary colours, tools, materials, cut, torn, crayons, brushes, pencils, clay, papier mache, water colour, charcoal		
Cross curricular opportunities	History: Understanding the scale and consequence of the fire. Understanding what buildings were made of English: Newspaper writing, diary writing Geography: Locating London on Google Earth (iPads) and landmarks. Switching to 'street view' DT: Sculpting the London Monument English: Acrostic GFoL poetry	Geography: The features of a forest Science: Habitats and identification/classification of animals and different forest plants English: Forest animal poetry	English: Persuasive writing (Emily Davidson) English: Protest recount PSHE: Our rights and responsibilities History: What can we learn from images of the past? How do they compare to today?

Art curriculum progression Year 3

	Term 1	Term 4	Term 6
Enquiry title	How did Britain change from the Stone Age to the Iron Age?	How has Ancient Greece shaped our lives?	How do UK capital cities compare?
Themes of study	Painting/mixed media-Cave paintings Thick poster/acrylic paint (thoughtfully mixed, not straight from tube) on wrinkled brown paper. Use the form and grammar of cave paintings to depict dramatic moments from children's lives/recent history.	Sculpture-Greek theatre masks using clay. Design and sculpt masks following the style of Ancient Greece. Use tools to emulate the Greek style of representing hair and beards.	Painting/mixed media- Create a simple stencil image to be transferred to a wall background using spray/sponge/stippling. Know the names and famous images of several street artists including 'Swoon' & Banksy. Understand the difference between street art and vandalism. Written work in sketch book.
Skills & knowledge (Common themes: drawing, painting/mixed media, sculpture, Art History)	Drawing -To use sketches to inform a final piece of work -To understand how a light source defines light and shadow. -To use different grades of pencil shade to show different tones and texture e.g., hatching, smudging, stippling, faint and bold marks -to accurately simplify or abstract an image to be made into a stencil Painting - Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. -to habitually hold a brush in a flexible way - To be able to predict with accuracy the colour that they mix - To know where each of the primary and secondary colours sits on the colour wheel - To create a wash background using a wide brush -to use sponges in a controlled way to fill in texture on a stencil.		Sculpture -Study muscles and the way facial expressions are formed -.Create and combine shapes to create facial expressions . -Include texture that conveys feelings or expression -Use clay and other mouldable materials. -Use a range of tools to create varied textures for hair, skin, teeth, eyes, beard -Investigate how to sculpt smooth curves and patterns. -to use scissors to accurately cut out a stencil. Sketch books -To use their sketch books to express feelings about a subject and to describe likes and dislikes -To make notes in their sketch books about techniques used by artists -To keep notes in their sketchbooks as to how and why they have made changes to their work.
Vocabulary	Drawing, painting, collage, mosaic, textiles, sculpture, 2D, 3D, medium, opacity, thickness, depict emulate convey smudging stippling, tone, shade, line, composition, form, shape, mood, texture, blend, pattern, grammar, tints, colours, primary colours, secondary colours, tools, materials, cut, torn, clay, crayons, brushes, pencils, acrylic paint, poster paint, stencils		
Cross curricular opportunities	History: Study of Stonehenge and how/why it was constructed Computing: VR headsets English: Stonehenge acrostic poetry Geography: Map work to locate Stonehenge	DT: Designing and making a Greek Sandal History: A study into Ancient Greece and the place Theatre had in society Geography: Map work, location, climate of Greece	English: Written critique of Banksy PSHE: Vandalism vs art Geography: Location, physical and human features of cities, culture and demographic

Art curriculum progression Year 4

	Term 1	Term 4	Term 6
Enquiry titles	What are the achievements of the Ancient Egyptians?	How do we know the Roman empire was here?	Where in the world do they speak Spanish?
Themes of study	Mixed media-African Tie-dye techniques. Create an ancient Egyptian inspired piece of Art with tie-dye on calico fabric.	Drawing-Study and sketch Roman artefacts using a range of media.	Painting-Study the work of Pablo Picasso. Focus and study Guernica, discussing the concept of cubism. Create paintings in the style of Picasso's work.
Skills & knowledge (Common themes: drawing, painting/mixed media, sculpture, Art History)	Drawing -To identify and draw complex objects and use marks and lines to produce texture -To organise line, tone, shape and colour to represent objects under controlled lighting. -To observe and draw one subject using charcoal, chalk pencil and ink -To evaluate each medium and explain the strengths and weaknesses of each. Painting - Continue to develop techniques using different brushes e.g. shape, textures, patterns and lines. -To experiment with more wild and gestural paint marks. -To be able to create all the colours they need -Experiment with creating mood with colour. -Use shading to create mood and feelings		Textiles -Colour and fix fabric. -learn to use bands, knots and string to create a range of dye effects. -choose colours and create a tie-dye design on a piece of calico Fabric. -Experiment with complimentary and clashing colour schemes. Sketch books -To use their sketch books to express their feelings about various subjects and outline likes and dislikes -To use their sketch books to evaluate, critique, adapt and improve their original ideas -To keep notes about the purpose of their work in their sketch books
Vocabulary	tie-dye, complex, gestural, mood, fix, complimentary, clashing, tools, materials, cut, torn, clay, crayons, brushes, pencils, tie dye, clay, cubism		
Cross curricular opportunities	History: Study of the culture and significant contributions Ancient Egyptians English: Write a diary entry from the perspective of an Egyptian explaining their daily life Geography: Locating Egypt on a map, comparing Egypt and the UK Maths: Pattern and shape in art	History: What can we learn about the Roman's from studying different artefacts? English: Write a letter to Rome from Roman Britain describing daily life DT: Design, create and evaluate a Roman Catapult	English: Written critique of Pablo Picasso Geography/History: A study of Picasso, his early life, where he grew up and his influences Maths: Cubism- shape and perspective

Art curriculum progression Year 5

	Term 1	Term 3	Term 5
Enquiry title	Why did the Anglo Saxons, Scots and Vikings raid and invade?	How do China and the UK compare?	Who were the Mayans?
Themes of study	Sculpture-Make 'Lewis' chess pieces in clay sculpture. Study Norse decoration and the Lewis chess men. Copy and adapt the style of decoration to create detailed sculptures.	Mixed media-Use iPad Paint app to create Hockney-style landscapes. Look at history of Chinese landscapes and compare to European depictions of nature.	LINKED TO TERM 5 SCIENCE 'SPACE' Painting/mixed media-Draw planetary bodies using paint/pastels/chalks Copy and adapt the textures of various planets. Know who Luke Jerram is. Understand his use of humour, colour, scale and context. Compare his sculptures to other Bristol based work.
Skills & knowledge (Common themes: drawing, painting/mixed media, sculpture, Art History)	Drawing -Use a variety of techniques to add interesting effects (e.g. highlights, shadows, direction of sunlight, textures). -Use a range of media to perfect the gradual blending of colour and tones. -Use light and shade and blending to create realistic 3d shapes with depth (spheres) Sculpture -Use smaller, more intricate tools to create a range of patterns and textures in clay -Explore proportion and 'caricature' to emulate a given style. -Combine visual and tactile qualities. -Manipulate clay in a controlled and formal manner following a given 'grammar' (Lewis Chess style).		Painting/Digital Media -Explore the tools, nibs and brushes used in a Paint app -Combine colours, tones and tints to enhance the mood of a piece. -Experiment with ways to create texture and reflection digitally. Sketch books -To keep notes in sketch books as to how they might develop their work further -To use their sketch books to compare and discuss ideas with others
Vocabulary	Drawing, painting, collage, mosaic, textiles, sculpture, 2D, 3D, medium, tone, shade, line, composition, form, shape, mood, texture, blend, pattern, rubbing, tints, colours, primary colours, secondary colours, tools, materials, cut, torn, clay, crayons, brushes, pencils, clay, landscapes, pastels, chalk		
Cross curricular opportunities	History: A study into the settlement of the Anglo-Saxons, Scots and Vikings English: The Vikings are coming (T4W) Computing: Powerpoint presentation about the Vikings DT: A replica shield & a model village	Geography: Compare and contrast the human/physical features of China and the UK Computing: Using software to create artistic effects	Science: An in depth study of Space Maths: Scale

Art curriculum progression Year 6

	Term 1	Term 4	Term 6
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Enquiry title	What happened after the Bristol Blitz?	Could we ever run out of water?	How do animals and plants adapt to suit their environment?
Themes of study	Sculpture- Henry Moore reclining figures sculptures Create figures sleeping or cowering in a bomb shelter. Recreating with mod-roc.	Painting- Mountainscape watercolour Use watercolour to create graduated washes. Use a flowing smooth brush stroke. Create mixes of tone for light and dark to create the illusion of depth. Experiment repeatedly to perfect different textures.	Drawing- Accurate observational drawings of extinct animals. Pencil and charcoal.
Skills & knowledge (Common themes: drawing, painting/mixed media, sculpture, Art History)	Drawing -Focus on an accurate line, proportion. Drawing and redrawing lines to achieve the correct shape. -Use different methods of mark making to achieve a variety of textures (feather, hide, scale etc) -Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). -Explain why they have combined different tools to create their drawings -Explain why they have chosen specific drawing techniques -To experiment with perspective and the careful placing of landscape features to create depth. Painting -Use watercolour with wide brushes to create controlled graduated washes. - Use a flowing smooth brush stroke. -Create mixes of tone for light and dark to create the illusion of depth. -Experiment repeatedly to perfect different textures. - To explain why they have chosen specific painting techniques -Use the qualities of watercolour paints to create visually interesting pieces. Sculpture -Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. -Use tools to carve and add shapes and a very wide range of texture and pattern. -Combine visual and tactile qualities. -Use frameworks (such as wire or moulds) to provide stability and form -Convey emotion through pose. -Use correct proportion of body parts, but abstract the overall shape. -Explore how body language and pose can be used to convey emotion. Sketch books -To use sketch books to contain detailed notes and quotes to explain items -To be able to compare their methods to those of others - To be able to adapt and refine their work to reflect its meaning - Sketchbook many short studies and details of chosen subject.		
Vocabulary	Drawing, painting, collage, mosaic, textiles, sculpture, 2D, 3D, medium, tone, shade, line, composition, form, shape, mood, texture, blend, pattern, rubbing, tints, colours, primary colours, secondary colours, tools, materials, cut, torn, clay, crayons, brushes, pencils, clay, water colour, charcoal, proportion		
Cross curricular opportunities	English/Computing: Henry Moore research History: Moore's inspiration from and work on the Blitz	Geography: The study of water and the water cycle, river, mountains Science: Water cycle	Geography/Science: Animals and their habitats Computing: Research