



IMPLEMENTATION

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Art – Implementation

Our units fully scaffold and support age appropriate sequenced learning, some of our units have been adapted to form cross-curricular links with our curriculum. Creativity and independent outcomes are robustly embedded into the units, supporting students in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupils.



Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required.

Art – Implementation

Planning

All modules contain unit outcomes and key skills which provide clear direction for teaching art and design.

National Curriculum objectives are highlighted and teaching is supported by success criteria.

This success criteria provides children with a framework for self assessment and teachers with a framework for feedback.

Examples of work in planning resources also enable children and teachers to have a clear understanding of the what their end outcome could be.

Each plan contains an attention grabber, to anchor the children’s interest, a main event, differentiation and a plenary.

Key vocabulary is also in planning and on Knowledge Organisers which are stuck in the children’s sketchbooks.

Learning Objectives	Before the lesson
<ul style="list-style-type: none"> To explore how a drawing can be developed I can draw a portrait using the continuous line method I can vary the size, shape and position of the words for interest I can explore the way a background can change the effect of a drawing 	<p>Watch</p> <ul style="list-style-type: none"> Teacher video: Poem portrait Pupil video: Poem portrait Pupil video: Creating a background <p>Have ready</p> <ul style="list-style-type: none"> Sketchbooks/A4 paper Pencils (one per pupil) A photograph of themselves or a mirror each Tracing paper (one sheet per pupil and extra if children will require the option of tracing their photo – see Differentiation) A poem or piece of text that will form the outline of the portrait they create; this could be a poem you have studied as a class or simply a list of words that the children think describes themselves Plain or colored paper for creating backgrounds on (see Main event) Table coverings Equipment for painting; paint, brushes, water Paper for collage – ideally a range of colors and textures Glue sticks / PVA
Attention grabber	
<p>Ask the children to draw a pencil self-portrait in their sketchbooks, using a mirror or a photograph of themselves</p> <p>They should draw in a continuous line, without taking their pencil from the paper and complete the exercise within five minutes. If they do take their hand from the paper, they must put it back exactly where they left off. Some children may find it easier to trace a photograph of themselves and will need tracing paper to do so (see Differentiation).</p>	
Main event	
<p>Creating a written portrait outline</p> <p>The children need to have a piece of text in front of them – this could be a poem or extract from a text they’re</p>	

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Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Year 2 - Craft and design



Abstract	Art where the subject doesn't necessarily look like it does in real life
Composition	Putting different elements together in a pleasing way
Curator	Someone who organises and looks after collections in museums and galleries
Felt	A material made by laying fibres in different directions then squashing them together
Fibre	Threads of wool
Inspired	Feeling very interested and excited by something you have seen
Negative print	Ink will show the background of the tile rather than the drawn lines
Pattern	A design in which shapes, colours or lines are repeated
Stained glass	Colourful, decorative glass that makes a design
View finder	A tool used to help choose a composition

Felt is used to make both artworks and useful objects





Artists

Susan Stockwell Kim Soon Im

Josef Albers

Eduardo Paolozzi Matthew Cusick

Abstract art doesn't necessarily look like it does in real-life. Artists use shapes, colours and different marks



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Pupil videos are used to support teaching and learning in art and design. They are created by subject specialists to help pupils to see artistic techniques being modelled clearly. Teachers and children learn and apply skills together, discussing and comparing techniques and outcomes.



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Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. These videos are used in the planning stages to provide ongoing CPD in art and design for staff so children are receiving high quality art teaching.

