

# Art and Design

at Edward Worlledge Ormiston Academy

## Intent

At Edward Worlledge Ormiston Academy we believe in developing children's creativity and curiosity. Art and Design allows children to develop resilience through the process of exploration, evaluation and analysis. We focus on teaching core skills of drawing, painting, sculpture and other art and craft design techniques whilst also developing knowledge and understanding of great artists, craft makers and designers. Historical and cultural development within art is also taught within the curriculum.

Our Art and Design curriculum is knowledge rich, ensuring pupils have a knowledge of art history, to be able to recognise key paintings and styles and to have a language in which to discuss and evaluate paintings unfamiliar to them. Subject specific vocabulary is a key focus in developing knowledge in art and design.




Art and Design as a subject at EWOA, supports learning in other subject areas, with strong cross-curricular, enhancing cultural capital. Some areas of focus within Art and Design link directly to other subjects and topics








## National Curriculum Aims:




The national curriculum for art and design aims to ensure that all pupils:





- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms





## Art and Design Curriculum Overview






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<p style="text-align: center;"><b>Celebrations</b></p> <p><b>Medium:</b> Painting, Drawing, 3D Form and Textiles</p> <p><b>Artist:</b> Sarah Tucker and Alessandro Botticelli</p> <p style="text-align: center;">Sarah Tucker Artist Study: Wax Resist.</p> <p><b>Pupils will learn to:</b> Discuss and evaluate Sarah Tucker's Wax resist work using range of vocabulary. Create wax resist firework paintings by exploring and developing ideas.</p>  <p><b>Historical (Renaissance) Artist Study:</b> Alessandro Botticelli - Mystic Nativity.</p>		<p style="text-align: center;"><b>The Circus</b></p> <p><b>Medium:</b> Graphic Design and Drawing</p> <p><b>Artist Study:</b> Henry Matisse</p> <p><b>Pupils will learn to:</b> Discuss and evaluate Henry Matisse's work using a range of vocabulary. Use pastels and chalks to make representations of circus faces. Use face paints to apply circus make up.</p>  <p style="text-align: center;">Explore circus poster design.</p> <p>Pupils will learn to:</p>		<p style="text-align: center;"><b>Flower Power (Collaborative Art Project)</b></p> <p><b>Medium:</b> Painting, 3D Form</p> <p><b>Artist Study:</b> Vincent Van Gough</p> <p><b>Pupils will learn to:</b> Discuss and evaluate Vincent Van Gough's work (Sunflowers) using a range of vocabulary. Create observational sketches of symmetry found in nature. Use symmetry found in nature to make paintings and models of flowers and insects.</p>  <p style="text-align: center;">Make still life, oil pastel drawings of sunflowers.</p>

		 <p>Pupils will learn to: Discuss and evaluate Alessandro Botticelli's 'Mystic Nativity' using range of vocabulary.</p> <p>Create Mystic Nativity inspired characters using mixed mediums including textiles.</p>		<p>Explore and develop ideas, to create a circus poster inspired by the style of Henri Matisse.</p> 		
Year 2		<p><b>Fire, Fire!</b></p> <p><b>Medium:</b> Drawing</p> <p><b>Artist Study:</b> Jan Griffier</p> <p><b>Pupils will learn to:</b> Discuss and evaluate the work of Jan Griffier (The Great Fire of London). Identify areas of light and dark. With a printed image underneath, use charcoal and pastels to explore how lines create movement. Use charcoal and pastels to explore how lines create depth and shade and light. Create a collage depicting the Great Fire of London.</p>  		<p><b>Architects</b></p> <p><b>Medium:</b> Drawing, Print, 3D Form</p> <p><b>Artist Study:</b> Paul Klee</p> <p>Pupils will learn to: Create observational sketches and paintings of a range of buildings. Create a geometric Collage in the style of Paul Klee. Experiment with different techniques and Equipment to create geometric prints</p> 		<p><b>Arcimboldo!</b></p> <p><b>Medium:</b> Printing, Drawing, Painting and, 3D Form.</p> <p><b>Artist Study:</b> Giuseppe Arcimboldo</p> <p>Pupils will learn to: Discuss and evaluate the work of Arcimboldo using a range of vocabulary. Explore, interpret and derive facial features in 3D forms. Create Arcimboldo pictures through layering different media; rubbings, painting, drawing, collage, 3D form.</p> 
Year 3		<p><b>Recycled Art</b></p>		<p><b>Ancient Egypt</b></p>		<p><b>Sound and Sight</b></p>

		<p><b>Medium:</b> 3D Form, Painting</p> <p><b>Artist Study:</b> Vik Muniz</p> <p>Pupils will learn to:          Consider the recycled art movement and why it is important.          Discuss and evaluate Vik Muniz's work.          Explore colour and texture through considering materials which make alternatives to traditional paint. (e.g. Food items, soil).          Create paintings using alternatives to traditional paint.          Create artwork using recycled materials.</p> 		<p><b>Medium:</b> Textiles, Painting</p> <p><b>Artist Study:</b> Samar Hassanien</p> <p>Pupils will learn to:          Consider the Ancient Egyptian Batik Art and what can be learnt from Batik art found in the tombs.          Explore batik techniques using different surfaces (paper and fabric).          Record and analyse exploration of techniques.          Create Batik Art work inspired by Ancient Egypt.</p> 		<p><b>Artist Study:</b> Paul Cezanne</p> <p><b>Medium:</b> Drawing and Painting</p> <p>Pupils will learn to:          Discuss and evaluate Paul Cezanne's work 'Still life with seven apples' using a range of language.          Draw simple 3D shapes with lighting from a single source          Create and draw still life with lighting from a single source.          Repeat using other media: oil pastels/watercolour</p> 
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<p>Year 4</p>		<p><b>Ancient Greek's</b></p> <p><b>Medium:</b> 3D From, Drawing, Painting</p> <p><b>Artist Study:</b> Ictinus and Callicrates and Phidias</p> <p>Pupils will learn to: Research Doric, Ionic and Corinthian pillars, compiling ideas using sketches, and annotating images. Draw Doric, Ionic and Corinthian pillars in chalk on black paper. Progress to classical Greek buildings including The Parthenon</p>  <p>Create observational patterns of traditional Greek pottery. Create own pottery, developing ideas through the making process.</p> 		<p><b>Street Art</b></p> <p><b>Medium:</b> Painting, Printing</p> <p><b>Artist Study:</b> Banksy</p> <p>Pupils will learn to: Consider the importance and implications of the street art movement. Interpret and debate the meaning behind Banksy's artwork. Design stencils, altering and modifying their work through experimentation,</p>  <p>alteration and modification.</p>		<p><b>Beside the Seaside</b></p> <p><b>Medium:</b> Chosen Mixed Media</p> <p><b>Artist Study:</b> Salvador Dali</p> <p>Pupils will learn to: Discuss and evaluate the work of Salvador Dalí, The Persistence of Memory (1931) using a range of vocabulary. Explore the key images of the Great Yarmouth Sea Front. Create mixed media artwork in the style of Salvador Dali, inspired by the 'melting clock' in a medium they choose which reflects the Great Yarmouth Seafront.</p> 
<p>Year 5</p>		<p><b>Victoriana</b></p> <p><b>Medium:</b> Printing, Painting</p> <p><b>Artist Study:</b> William Morris</p>		<p><b>The Swinging 60's</b></p> <p><b>Medium:</b> Drawing, Painting,</p> <p><b>Artist Study:</b> Andy Warhol, Roy Leichtenstein and Frida Kahlo</p>		<p><b>Water Under the Bridge</b></p> <p><b>Medium:</b> 3D From, Textiles, Drawing, Painting</p> <p>Artist Study: Calude Monet</p>

	<p>Pupils will learn to: Identify and analyse the work of William Morris. Explore Morris's design processes and production techniques, including block printing, tapestry, stained glass, ceramic tile design and book illustration William Morris Printing. Create own tile designs from nature in the style of William Morris using polystyrene printing.</p>  <p>Create Victorian silhouettes using contrasting materials.</p> 	<p>Pupils will learn to: Identify, describe and compare the work of Andy Warhol, Roy Lichtenstein and Frida Kahlo. Describe the pop art and abstract expressionist movement. Experiment with different colours and shades of paint. Produce own work in the style of Lichtenstein and/or Andy Warhol using photography.</p> 	<p>Pupils will learn to: Identify and describe Claude Monet's Describe the features of Impressionist art. Create impression artwork inspired by Calude Monet's Waterlilies using different shades and tints building up layers and textures. Create 3D waterlilies using stitching.</p> 
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<p>Year 6</p>		<p><b>The Body Keeps Moving</b></p> <p><b>Medium:</b> Drawing, Painting, 3D From</p> <p><b>Artist Study:</b> Leonardo Da Vinci and Reginald Faultless</p> <p>Pupils will learn to: Explore, analyse and compare original life drawings of Reginald Faultless and Leonardo Da Vinci's anatomical illustrations. Draw wooden manikins in a range of media (pencil/charcoal/chalk).</p>  <p>Explore the Cubism movement of the early 20<sup>th</sup> Century. Produce a self-portrait in the cubist style using pastels and layering.</p> 		<p><b>WW2 – Missing Home</b></p> <p><b>Medium:</b> Painting, Drawing</p> <p><b>Artist Study:</b> Henry Moore</p> <p>Study a range of WW2 propaganda posters Using computing, create own Propaganda Posters to support Anti-Bullying Week at school.</p>  <p>Discuss and evaluate Henry Moore's series of drawings of Londoners using the London Underground as an air raid shelter during the Blitz, using a range of vocabulary. Create chalk drawings in the style of Henry Moore.</p> 		<p><b>Saying Goodbye</b></p> <p><b>Medium:</b> Mixed Medium</p> <p><b>Artist Study:</b> Pupils can choose their inspiration from any artist.</p> <p>This is a pupil led project which will produce a piece of artwork which will contribute to the Edward Worlledge leaves wall.</p> <p>Pupils will learn to: Research artists which inspire them based on the knowledge they have acquired at Edward Worlledge. Record and analyse their research. Reflect on their time and experiences at Edward Worlledge and consider how they can use art to represent this. Create a piece of artwork, in any medium they choose, which represent them.</p>  <p>Edward Worlledge Ormiston Academy</p>
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## Art and Design Skills Progression Framework

Our progression skills framework is created using the knowledge skills and expertise of our teaching team, combined with support from Access Art and the National Curriculum.

	Exploring and Developing Ideas	Draw	Paint	Print	Textiles	3D Form
<b>Year 1</b>	<p>Record and explore ideas from first-hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>Use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust</p>	<p>Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings.</p> <p>Build a repeating pattern and recognise pattern in the environment.</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p> <p>Trial ideas by making.</p>
<b>Year 2</b>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p>Explore the differences and similarities within the</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc.</p>	<p>Use a variety of techniques, e.g. carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Use a variety of techniques, e.g. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media. Make a simple mosaic.</p>	<p>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p>

	work of artists, craftspeople and designers in different times and cultures.	Experiment with the visual elements; line, shape, pattern and colour	Mix and match colours using artefacts and objects.		Stitch, knot and use other manipulative skills.	Experiment with, construct and join recycled, natural and manmade materials more confidently.
<b>Year 3</b>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Print using a variety of materials, objects and techniques including layering with rubbings.</p> <p>Talk about the processes used to produce a simple print.</p> <p>Explore pattern and shape, creating designs for printing.</p>	<p>Use a variety of techniques, e.g. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple papier mâché object.</p> <p>Plan, design, and make models.</p>
<b>Year 4</b>	<p>Select and record from first hand observation, experience, and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists,</p>	<p>Make informed choices in drawing, paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p>	<p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and cold-water paste.</p>	<p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted,</p>

	craftspeople and designers working in different times and cultures.	Explore relationships between line and tone, pattern and shape, line and texture.	Show increasing independence and creativity with the painting process		Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.  Experiment with paste resist.	modelled or constructed.  Use a variety of materials.
<b>Year 5</b>	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople architects and designers working in different times and cultures</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Explain a few techniques, e.g. the use of poly-blocks, relief, mono and resist printing.</p> <p>Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</p> <p>Choose inks and overlay colours</p>	<p>Join fabrics in different ways, including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p> <p>Experiment with using batik safely.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>
<b>Year 6</b>	<p>Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and</p>	<p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p>	<p>Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p>	<p>Develop skills in using clay eg. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with</p>

	<p>select ideas and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople, designers and architects working in different times and cultures.</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>	<p>materials and mix appropriate colours.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>		<p>To be expressive and analytical to adapt, extend and justify their work.</p>	<p>increasing independence</p>
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### Breadth of Artist Coverage

Artist	Date	Country of Origin
Leonardo Da Vinci	1452 - 1519	Italian
Allessandro Boticelli	1455 -1510	Italy
Guiseppe Acrimbaldo	1527 - 1593	Italy
Jan Griffer	1665-1718	The Netherlands
Vincent Van Gough	1822–1885	The Netherlands
Willima Morris	1834-1896	England
Paul Cezanne	1839-1906	French
Claude Monet	1840-1926	France
Henry Matisse	1869 - 1964	France
Paul Klee	1879 - 1940	Germany
Henry Moore	1898 - 1986	UK
Salvador Dali	1904 - 1989	Spain
Frida Kahlo	1907 - 1954	Mexico
Roy Leichtenstein	1923 - 1927	American
Andy Warhol	1928 - 1987	American

Ictinus, Callicrates, Phidas	5th Century BC	GreeGreece
Reginald Gammon	Present	American
Vik Munz	Present	Brazil
Samir Hussanien	Present	Present
Banksy	Present	Unknown
Sarah Tucker	Working Artist	British (Local)