



Art and Design Intent and Implementation

At Cavendish Close Junior Academy, we aim to deliver a curriculum that helps children to **Aspire, Collaborate and Experience** a variety of opportunities.

Intent

1	For all children to become skilled across all aspects of art and design.
2	That our children are creative.
3	That our children build resilience through their learning experiences.
4	To develop knowledgeable artists in our children.
5	To develop the ability to reflect on both their own work and that of others.
6	For children to grasp how art and design both reflect and shape our history, culture, and nation.

Intent explanation

1	It is our intention for all children to become skilled across all aspects of art and design. This will include studying and interpreting the work of others. Through a variety of lessons, they will be exposed to a broad spectrum of skills.
2	It is our intention that our children are creative. Drawing inspiration from renowned artists and designers and their work. Our goal is for children to cultivate their creative abilities through engaging lessons that spark their curiosity.
3	It is our intention that our children build resilience through their learning experiences. We design lesson sequences that enable them to progress gradually, fostering an environment where they can practice and refine their skills. This approach helps them gain confidence and encourages them to take on challenges.
4	It is our intention to develop knowledgeable artists in our children. We aim for them to learn about renowned artists and their work, as well as a variety of techniques and skills. We also want them to gain hands-on experience with different materials and mediums. Additionally, we want them to use an evolving artistic vocabulary to describe and analyse both their own creations and those of other artists and designers.
5	It is our intention for children to develop the ability to reflect on both their own work and that of others. We will equip them with essential vocabulary to articulate how artworks, including their own, make them feel. We also want them to be able to compare their work with others and identify their next steps in mastering various skills and techniques.
6	It is our intention for children to grasp how art and design both reflect and shape our history, and contribute to the culture, creativity, and prosperity of our nation. Our goal is for children to understand that art and design is not just about creating beautiful or functional objects but are also deeply intertwined with the way we experience and interpret our world.

Our ACE Curriculum

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ACE Curriculum Statement

“Creativity takes courage” - Henri Matisse

At Cavendish Close Junior Academy, we equip children with the tools to aspire to become great artists. At the start of every year, we come together as an academy to take part in a ‘Take One Picture’ project. The aim of this project is to inspire a lifelong love of art, as well as settling children in with a familiar structure at the beginning of each academic year. It also helps to increase children’s knowledge of famous artists and to reflect upon a piece of creative work each year.

We explore a wide range of skills and techniques throughout our Cavendish Close lesson structure for art, working in collaboration with others to explore different artistic approaches along the way. Sketchbooks are used to keep a record of the creative process: generating ideas, using key vocabulary and, practising our skills. We will then culminate our ideas before producing and evaluating our final pieces.

We are currently an Artsmark accredited school which means we means that we put creatively and wellbeing at the heart of our art curriculum. Artsmark schools are devoted to bringing great art and cultural opportunities to children.

Children experience many skills throughout our art lessons, which are repeated at a higher level as they move up within key stage 2, to ensure progression. Importance is placed upon building the children’s awareness of a diverse range of famous artists and we encourage a range of verbal and written responses to artwork of varying forms. We encourage our children to remain resilient throughout the art process and be a critical friend to both themselves, and one another though carefully considered reflection.

Through all of these, our children are able become ACE Artists.

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Implementation

Long term curriculum coverage

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3	Take one Picture Artist Focus – National Gallery Key Skill: Ceramics (clay) Skills: Sculpture, Drawing (tone and mark making)		The Great Wave Artist: Katsushika Hokusai Key Skill: Print making Skills: Drawing (tone and mark making), Painting	Roman Shield Design Artist: Original Roman Shield Key Skill: Sculpture Skills: Mod rock, Painting, Drawing (tone and mark making)		
4	Take one Picture Artist Focus – National Gallery Key Skill: Collage , Skills: Drawing (tone and mark making)	Mexican Sculpture Artist: Pedro Linares Lopez Key Skill: Sculpture Skills: Mod rock, Painting		Volcanos Artist: Frank Bowling Key Skills: Painting Skills: Drawing (tone and mark making)		
5	Take one Picture Artist Focus – National Gallery Key Skill: Drawing and digital Skills: Drawing (tone and mark making)		Space Artist: Paul Cummins Key Skills: Ceramics (clay) Skills: Painting, Sculpture		Egyptians Artist: Original Stele of Princess Nefertibet Key Skills: Print making Skills: Drawing (tone and mark making)	
6	Take one picture Artist Focus – National Gallery Key Skill: Drawing and Batik Skills: Drawing (tone and mark making), Repeated pattern		Artist Study -Joseph Wright Key Skills: Painting and digital Skills: Drawing (tone and mark making), Painting			America’s Architectural Skyline Artist: Stephen Wiltshire Key Skills: Collage and digital Skills: Drawing (tone and mark making)



Key Concepts

Creativity
Observation
Experimentation
Line and Form
Texture and Pattern
Colour Theory
Composition
Critical Thinking

Skills progression

To create sketchbooks to record their observations and use them to review and revisit ideas.

Skill	Year 3	Year 4	Year 5	Year 6
Drawing	Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. Use shape and line to draw.	Experiment with line, tone and texture changing the pressure of the pencil. Use shading to show light and dark effects. Show an awareness of space when drawing.	Experiment with line, tone and texture with different hardness of pencils. Use different materials to draw, e.g. Pastels and chalk. Show an awareness of scale when drawing.	Use a variety of techniques to add effects, e.g. shadows, reflection, hatching, and cross hatching. Depict movement and perspective in drawings. To be able to select the most appropriate tools.
Painting	Name the primary and secondary colours Experiment with different brushes and other painting tools. Mix primary colours to make secondary colours	Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively. Create different textures and effects with paint.	Use specific brush techniques to represent different textures. Mix colours for a purpose.	Create an effective colour palette. To be able to select the most appropriate tools.



Sculpture	Use a variety of techniques, e.g. rolling, cutting, pinching. Experiment with a variety of shapes. Combine shapes to create recognisable forms.	Cut, make and combine shapes to create recognisable forms. Use clay and other malleable materials and practise joining techniques. Begin to add details.	Follow a design to add details. Begin to use tools to add texture and pattern. Develop joining skills.	Follow a design to add specific details and texture. Use tools effectively to carve and add shape.
Collage	Practise cutting and tearing a variety of materials. Sort and arrange materials. Begin to add texture.	Tear and cut materials to the desired size and shape. Select colours and materials to create effect. Learn and practise a variety of techniques, e.g. overlapping, mosaic, montage.	Select appropriate materials for a purpose. Experiment with texture. To be able to talk about material choices and reason for using them.	Create and arrange accurate patterns from a design. Use a wide range of mixed media to create an effective representation of an object/image.
Printing	Use a variety of materials, e.g. sponges and foam. Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing. Use two colours to layer a print.	Begin to use a range of colours to print. Make printing blocks. Begin to recognise repeated patterns. Begin to create repeated patterns.	Experiment with more than one colour to print. Replicate patterns from observations. Make repeated patterns with precision.	Design and create printing blocks. Develop techniques in mono, block and relief printing. Create and arrange accurate patterns.
Work of Other Artists	Describe the work of famous artists and designers. Begin to express an opinion on the work of famous artists. Use inspiration from famous artists to create own artwork. Introduce art movements (e.g, modern art, impressionism, cubism, surrealism)	Describe, in detail an opinion of the work of famous artists and designers. Use inspiration from famous artists to replicate a piece of work. Reflect upon their own work. Express an opinion on the work of famous artists.	Express an opinion on the work of famous artists referring to techniques and effects. Replicate techniques and effects inspired by famous artists and designers.	Give detailed observations about famous artists and designers. Offer facts about famous artists and designers. Begin to detect art movements (e.g, modern art, impressionism, cubism, surrealism)



			Discuss art movements (e.g, modern art, impressionism, cubism, surrealism)	
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Key Lesson Outcomes

Autumn term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Take one Picture Artist Focus – National Gallery	Take one Picture Artist Focus – National Gallery	Take one Picture Artist Focus – National Gallery	Take one Picture Artist Focus – National Gallery
Crucial Curriculum Content	Key Skill: Ceramics (clay) Skills: Sculpture, Drawing (tone and mark making) Record observations and exploration in sketchbooks.	Key Skill: Collage , Skills: Drawing (tone and mark making) Record observations and exploration in sketchbooks.	Key Skill: Drawing and digital Skills: Drawing (tone and mark making) Record observations and exploration in sketchbooks.	Key Skill: Drawing and Batik Skills: Drawing (tone and mark making), Repeated pattern Record observations and exploration in sketchbooks.
Key Concepts	Creativity Observation Experimentation Line and Form Composition Texture and Pattern Critical Thinking	Creativity Observation Experimentation Line and Form Composition Texture and Pattern Critical Thinking	Creativity Observation Experimentation Line and Form Composition Texture and Pattern Critical Thinking	Creativity Observation Experimentation Line and Form Composition Texture and Pattern Critical Thinking
Lesson outcomes	1. Observe the work of the chosen artist and compare this to the previous 'Take one Picture' artwork. Brainstorm what the children like and dislike about the artwork.	1. Observe the work of the chosen artist and compare this to the previous 'Take one Picture' artwork. Brainstorm what the children like and dislike about the artwork.	1. Observe the work of the chosen artist and compare this to the previous 'Take one Picture' artwork. Brainstorm what the children like and dislike about the artwork.	1. Observe the work of the chosen artist and compare this to the previous 'Take one Picture' artwork. Brainstorm what the children like and dislike about the artwork.



	<ol style="list-style-type: none"> 2. Children to look closely at areas of the artwork and sketch in their books. 3. Skills practice using play dough. Explore how to cut, score, flatten and shape clay using the appropriate tools. 4. Children to choose final design, considering pattern. 5. Create final piece using clay, following design. Use clay tools to shape and create intended patterns. 6. 6. Evaluate artwork and photograph finished piece (display this in art book). 	<ol style="list-style-type: none"> 2. Children to look closely at areas of the artwork and sketch in their books. 3. Skills practise for collage. Focus on small area of painting and the colours and textures. 4. Children to choose best drawing and use this for final piece. 5. Collage final piece considering texture and colour. 6. Evaluate artwork and photograph finished piece (display this in art book). 	<ol style="list-style-type: none"> 2. Skills practise for sketching. Focussing on line, mark making, shading and tone. 3. Children to look closely at areas of the artwork and sketch in their books. 4. Children to choose a section of the artwork and use this for final piece. 5. Children to manipulate their artwork digitally. Focussing on exposure, highlights, shadows, contrast, brightness. Children to also experiment with a range of filters. 7. 6. Evaluate artwork and photograph finished piece (display this in art book). 	<ol style="list-style-type: none"> 2. Children to look closely at areas of the artwork and sketch in their books. 3. Skills practise batik. Focussing on using the correct tools carefully and safely. 4. Children to choose a section of the artwork and use this for final piece. 5. Create final piece using batik. 8. 6. Evaluate artwork and photograph finished piece (display this in art book).
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • manipulate • flatten • shape • roll • score • pinch • model 	<ul style="list-style-type: none"> • texture • overlap • collage • material • tear • placement • arrange • fold 	<ul style="list-style-type: none"> • sketch • tone • mark making • manipulate • digitally enhanced • composition • depict • represent 	<ul style="list-style-type: none"> • batik • tjanting tool • repeat • dye • composition • texture • process • apply



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<p>ACE (Aspire, Collaborate, Experience) links</p>	<p>Aspire: To express ideas Collaborate: Partner work and class discussion Experience: To have an opinion on famous artwork. Creativity and exploration.</p>	<p>Aspire: To express ideas Collaborate: Partner work and class discussion Experience: To have an opinion on famous artwork. Creativity and exploration.</p>	<p>Aspire: To express ideas Collaborate: Partner work and class discussion Experience: To have an opinion on famous artwork. Creativity and exploration.</p>	<p>Aspire: To express ideas Collaborate: Partner work and class discussion Experience: To have an opinion on famous artwork. Creativity and exploration.</p>
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Autumn term 2

Year Group	Year 3	Year 4	Year 5	Year 6
<p>Unit Title and description</p>		<p>Mexican Alebrije Sculptures Artist Focus – Pedro Linares Lopez</p>		
<p>Crucial Curriculum Content</p>		<p>Key Skill: Sculpture Skills: Mod rock, Painting Record observations and exploration in sketchbooks.</p>		
<p>Key Concepts</p>		<p>Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory Composition Critical Thinking</p>		
<p>Lesson outcomes</p>		<p>1. Observe the work of the chosen artist and compare this to the previous</p>		

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		<p>artwork. Brainstorm what the children like and dislike about the artwork.</p> <ol style="list-style-type: none">Children to look closely at Mexican animals and sketch in books.Skills practise sculpture techniques – scrunch, twist, roll, flatten, manipulate. (using foil and paper)Use initial animal drawings to adapt and design Alebrije creature. Adding features inspired by the four elements.Create final sculpture using paper, foil, mod rock and paint.Evaluate artwork and photograph finished piece (display this in art book).		
Key Vocabulary		<ul style="list-style-type: none">sculpture3 dimensional (3D)proportiontwistmanipulatescrunchpatternlayer		

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ACE (Aspire, Collaborate, Experience) links		Aspire: To express ideas Collaborate: Partner work and class discussion Experience: To have an opinion on famous artwork. Creativity and exploration.		
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Spring term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	The Great Wave Artist: Katsushika Hokusai		Space ceramic art Artist Focus - Paul Cummins	Artist Study -Joseph Wright
Crucial Curriculum Content	Key Skill: Print making Skills: Drawing (tone and mark making), Painting Record observations and exploration in sketchbooks.		Key Skills: Ceramics (clay) Skills: Painting, Sculpture Record observations and exploration in sketchbooks.	Key Skills: Painting and digital Skills: Drawing (tone and mark making), Painting Record observations and exploration in sketchbooks.
Key Concepts	Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory		Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory	Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory

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	Composition Critical Thinking		Composition Critical Thinking	Composition Critical Thinking
Lesson outcomes	<ol style="list-style-type: none"> 1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the artwork. 2. Children will study 'The Great Wave' and explore mark-making techniques to represent the movement of waves, swirls, and flowing lines. 3. Introduce colour theory and explore tones of blue. 4. Skills practice embossing the polystyrene using a pencil. Use the mark making from previous lesson. Practice printmaking techniques, including overlapping and layering. 5. Design and create a final print block and use this to create a final piece. 6. Evaluate and photograph finished piece (display this in art book) 		<ol style="list-style-type: none"> 1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the artwork. 2. Children to sketch chosen planet, focussing on texture, form and composition. Introduce colour theory. 3. Skills practice using clay. Create texture using found objects, eg. Sponges, cutlery. Practise hand-building techniques including coiling, scoring and joining using slip. 4. Create final ceramic bowls inspired by chosen planet. 5. Paint ceramic pot inspired by chosen planet. Look at colour theory and depth of colour (blending and balance of colour) 6. Evaluate artwork and photograph finished piece (display this in art book). 	<ol style="list-style-type: none"> 1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the artwork. 2. Children to visit a museum for inspiration and research. 3. Skills practice using a range of sketching techniques, focussing on shadows and contrast using mark making. 4. Children will create a skilful final portrait using sketching techniques to produce shadows and contrast, effectively depicting light focused on a specific area 5. Children to manipulate their artwork digitally. Focussing on exposure, highlights, shadows, contrast, brightness.



				<p>Children to also experiment with a range of filters.</p> <p>6. Evaluate artwork and photograph finished piece (display this in art book).</p>
Key Vocabulary	<ul style="list-style-type: none"> • printmaking • tonal • line • layering • overlap • press • texture • stamp 		<ul style="list-style-type: none"> • manipulate • texture • score • form • sculpture • slip • slab • coil 	<ul style="list-style-type: none"> • sketch • tone • mark making • manipulate • digitally enhanced • composition • depict • represent
ACE (Aspire, Collaborate, Experience) links	<p>Aspire: To express ideas</p> <p>Collaborate: Partner work and class discussion</p> <p>Experience: To have an opinion on famous artwork. Creativity and exploration.</p>		<p>Aspire: To express ideas</p> <p>Collaborate: Partner work and class discussion</p> <p>Experience: To have an opinion on famous artwork. To use final piece for a purpose. Creativity and exploration.</p>	<p>Aspire: To express ideas</p> <p>Collaborate: Partner work and class discussion</p> <p>Experience: To have an opinion on famous artwork. To view original art in a museum. Creativity and exploration.</p>



Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description	Roman Shield Design Artist: Original Roman Shield	Volcanos Artist: Frank Bowling		
Crucial Curriculum Content	Key Skill: Sculpture Skills: Mod rock, Painting, Drawing (tone and mark making) Record observations and exploration in sketchbooks.	Key Skills: Painting Skills: Drawing (tone and mark making) Record observations and exploration in sketchbooks.		
Key Concepts	Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory Composition Critical Thinking	Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory Composition Critical Thinking		
Lesson outcomes	1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the artwork. 2. Children will look closely at a Roman shield and use mark-making techniques to create their own decorative patterns	1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the artwork. 2. Children will explore a variety of Mexican animals and create sketches, focusing on their form and shape.		



	<p>inspired by the original design.</p> <ol style="list-style-type: none"> 3. Create a colour pallet inspired by an original Roman shield. 4. Skills practice using newspaper and mod roc including scrunching and layering to create desired effect. 5. Design and create a final shield using learnt techniques. 6. Evaluate and photograph finished piece (display this in art book). 	<ol style="list-style-type: none"> 3. Design an Alebrije creature inspired by the elements of air, fire, earth, and water, carefully planning the patterns and details that will be painted onto the sculpture. 4. Practice skills using newspaper and Mod Roc, including scrunching and layering, to create different textures and effects. 5. Create final piece using learnt skills. Adding contrasting colours and patterns to the final sculpture. 6. Evaluate and photograph finished piece (display this in art book). 		
<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • sculpture • form • shape • mould • layer • texture • smooth • decorate 	<ul style="list-style-type: none"> • sculpture • form • shape • mould • detail • 3 dimensional • smooth • layer 		
<p>ACE (Aspire, Collaborate, Experience) links</p>	<p>Aspire: To express ideas Collaborate: Partner work and class discussion</p>	<p>Aspire: To express ideas Collaborate: Partner work and class discussion</p>		



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	Experience: To have an opinion on famous artwork. To create a 3D piece of artwork. Creativity and exploration.	Experience: To have an opinion on famous artwork. To create a 3D piece of artwork. Creativity and exploration.		
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Summer term 1

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description			Egyptians Artist: Original Stele of Princess Nefertibet	
Crucial Curriculum Content			Key Skills: Print making Skills: Drawing (tone and mark making) Record observations and exploration in sketchbooks.	
Key Concepts			Creativity Observation Experimentation Line and Form Texture and Pattern Colour Theory Composition Critical Thinking	
Lesson outcomes			1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the artwork.	

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			<ol style="list-style-type: none"> 2. Children will study Egyptian markings and create their own using mark-making techniques, carefully thinking about shape, form and accuracy. 3. Create a colour pallet inspired by the original Stele of Princess Nefertiabet. 4. Skills practice using string and cardboard to create a raised print block. Use the mark-making ideas from the previous lesson. Try out printmaking techniques such as overlapping and layering to build up interesting designs. 5. Design and build a final print block using string and cardboard. Use it to create a finished print that features your chosen patterns or symbols arranged thoughtfully. 6. Evaluate and photograph finished piece (display this in art book). 	
Key Vocabulary			<ul style="list-style-type: none"> • print making • repeat 	

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			<ul style="list-style-type: none"> • texture • replicate • emboss • composition • stamp • motif 	
ACE (Aspire, Collaborate, Experience) links			<p>Aspire: To express ideas</p> <p>Collaborate: Partner work and class discussion</p> <p>Experience: To have an opinion on famous artwork. Creativity and exploration.</p>	

Summer term 2

Year Group	Year 3	Year 4	Year 5	Year 6
Unit Title and description				America's Architectural Skyline Artist: Jean Luc Comperat
Crucial Curriculum Content				Key Skills: Collage and digital Skills: Drawing (tone and mark making) Record observations and exploration in sketchbooks.
Key Concepts				Creativity Observation Experimentation Line and Form Texture and Pattern

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				Colour Theory Composition Critical Thinking
Lesson outcomes				<ol style="list-style-type: none">1. Observe the work of the chosen artist and compare this to the previous artwork. Brainstorm what the children like and dislike about the2. Observe sections of the artwork closely and create detailed sketches in their sketchbooks, focusing on shape, tone, and texture.3. Practise key collage techniques, experimenting with layering, tearing, and combining materials to recreate the colours and textures of a selected section.4. Select the most successful sketch and develop it into a plan for the final collage piece.5. Create a final collage artwork, carefully considering composition, texture, colour, and how materials are layered to reflect the artist's style.

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				6. Evaluate artwork then photograph the collage and digitally enhance it using editing tools (e.g. filters, contrast, saturation), then display both the original and digital versions in the art book.
Key Vocabulary				<ul style="list-style-type: none">• collage• layer• overlap• placement• enhance• composition• background• foreground
ACE (Aspire, Collaborate, Experience) links				Aspire: To express ideas Collaborate: Partner work and class discussion Experience: To have an opinion on famous artwork. Creativity and exploration.

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How each intention is met across units of work

Intention 1: For all children to become skilled across all aspects of art and design.			
Year 3	Year 4	Year 5	Year 6
Children will become skilled in various aspects of art and design; in particular, modelling, painting and printing, enabling them to confidently explore and apply different techniques and express their creativity effectively.	Children will become skilled in various aspects of art and design; in particular, sculpture and painting, enabling them to confidently explore and apply different techniques and express their creativity effectively.	Children will become skilled in various aspects of art and design; in particular, sketching, modelling and digital art, enabling them to confidently explore and apply different techniques and express their creativity effectively.	Children will become skilled in various aspects of art and design; in particular, batik, painting and collage, enabling them to confidently explore and apply different techniques and express their creativity effectively.

Intention 2: That our children are creative.			
Year 3	Year 4	Year 5	Year 6
Children will draw inspiration from the work of established artists and experiment with a variety of materials to infuse their creations with their own unique flair and imagination.	Children will draw ideas and inspiration from the world around them, applying their artistic creativity and flair to projects that connect with other areas of the curriculum.	Children will draw upon their knowledge from other areas of the curriculum as a source of inspiration, deepening their understanding and creativity. They will explore and apply new artistic skills and techniques, experimenting with different materials and methods to bring their ideas to life. This approach encourages cross-curricular connections and innovation.	Children will use their imagination and creativity to design thoughtful artwork. They will reflect on their own work and explore the work of other artists, thinking critically to develop and refine their ideas.

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Intention 3: That our children build resilience through their learning experiences.			
Year 3	Year 4	Year 5	Year 6
Children will practise techniques and tool manipulation to ensure success.	Children will practice a growing range of skills and understand that trial and error is often an important part of the artistic process.	Children will reinforce and revisit techniques previously studied to allow for more accurate use of tools and materials.	Children will use tools and techniques with precision, understanding that the creative process involves revisiting and refining their skills to produce a 'finished' piece.

Intention 4: To develop knowledgeable artists in our children.			
Year 3	Year 4	Year 5	Year 6
Children will discuss and apply their growing knowledge of techniques and art history to their own work, using a range of topic-related vocabulary.	Children will discuss and apply their expanding knowledge of techniques and art history to their own work and that of other artists, using a growing range of topic-related vocabulary.	Children will explore the work of others in specific art mediums, such as artists who use printing in their process, and gain an understanding of how each piece of art is created.	Children will revisit and strengthen their knowledge of various art techniques and artists. They will understand how a piece of art is created, including the reasoning behind the artist's decisions, and be able to apply these thought processes to their own work.

Intention 5: To develop the ability to reflect on both their own work and that of others.			
Year 3	Year 4	Year 5	Year 6
Children will compare the work of existing artists, discussing what they like and dislike. They will also compare their own work with that of others, focusing on the techniques used.	Children will compare their work with that of others, expressing what they like and dislike about their own work and the techniques used. They will also reflect on how their work could be improved in the future.	Children will compare their work with that of others, using more precise vocabulary to explain the process they have followed. They will critically evaluate both their own work and the work of other artists, asking questions about the use of colour, shade, shape, and tone.	Children will compare their work with that of others, using precise and technically accurate vocabulary to explain the process they have followed. They will critically evaluate both their own work and the work of other artists, questioning the use of colour, shade, shape, and tone.

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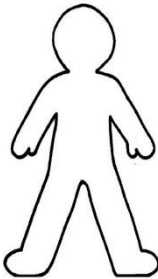
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Intention 6: For children to grasp how art and design both reflect and shape our history, culture, and nation.			
Year 3	Year 4	Year 5	Year 6
Children will learn how art and design can show us important things about our history, culture, and country, and how they can help shape the way we see the world.	Children will discuss and incorporate elements of art history into their own creative work, showing an understanding of how artists from different times and cultures have influenced styles and techniques.	Children will incorporate elements of art history into their own creative work, demonstrating a deeper understanding of how artists from various periods and cultures have influenced different styles and techniques.	Children will talk about and include ideas from art history in their own work, showing an understanding of how artists from different times and cultures have helped shape different styles and techniques.


End Points/Impact


1. Skilled – Explore and apply a variety of practised techniques, including drawing, ceramics, and print.	<p><u>A great Artist in Year 3</u></p> 	4. Knowledgeable – Discuss and apply their growing understanding of artistic techniques, beginning to select appropriate methods to create a specific artistic outcome.
2. Resilient – Practise techniques and tool manipulation to ensure success.		5. Creative – Use work from other artists as inspiration. Experiment with a range of materials to add their own flair and imagination to their work.
3. Reflective – Compare their own work with that of others, expressing what they like or dislike and commenting on the techniques used.		6. Understand - Discuss and incorporate elements of art history into their own work, using a broad range of topic-related vocabulary.

Our ACE Curriculum

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<p>1. Skilled– Explore and apply a variety of practised techniques, including collage, sculpture, and painting.</p>	<p><u>A great Artist in Year 4</u></p> 	<p>4. Knowledgeable – Discuss and apply their growing understanding of wide range artistic techniques, selecting appropriate methods to create a specific artistic outcome.</p>
<p>2. Resilient – Develop a growing range of artistic skills, understanding that trial and error is a valuable part of the creative process.</p>		<p>5. Creative – Draw inspiration from the world around them and apply their artistic creativity and flair to projects that connect with other areas of the curriculum.</p>
<p>3. Reflective – Compare their own work with that of others, expressing likes and dislikes about the outcomes and techniques used. They will also reflect on how their work could be improved in the future.</p>		<p>6. Understand - Discuss and incorporate elements of art history into their own creative work, showing an understanding of how artists from different times and cultures have influenced styles and techniques.</p>


<p>1. Skilled– Refine and develop practised techniques including drawing, ceramics and print.</p>	<p><u>A great Artist in Year 5</u></p> 	<p>4. Knowledgeable – Develop an awareness of artists who work within a specific medium, such as those who use printing in their process, and begin to understand how different pieces of art are created.</p>
<p>2. Resilient – Revisit and refine previously learned techniques to develop greater accuracy and confidence in using tools and materials.</p>		<p>5. Creative – Draw inspiration from knowledge gained in other curriculum areas. Using new skills and techniques, they will experiment with tone, texture, and shape in their artwork.</p>
<p>3. Reflective – Children will compare their own work with that of others, using increasingly accurate vocabulary to explain the artistic process they followed. They will begin to evaluate their own work and that of other artists critically, asking thoughtful questions about the use of colour, shade, and tone.</p>		<p>6. Understand - Discuss and incorporate elements of art history into their own creative work, demonstrating a deeper understanding of how artists from various periods and cultures have influenced different styles and techniques.</p>



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<p>1. Skilled– Refine and develop practised techniques including batik, digital art and collage.</p>	<p><u>A great Artist in Year 6</u></p> 	<p>4. Knowledgeable – Revisit and build upon a broad range of artistic techniques and study a variety of artists. Develop an understanding of how artworks are created and the reasoning behind the artists' choices, applying these insights to inform and replicate similar processes in their own work.</p>
<p>2. Resilient – Apply tools and techniques with accuracy, understanding that the creative process requires revisiting and refining skills to produce a polished final piece.</p>		<p>5. Creative – Use knowledge from subjects such as history, science, and geography to inspire their artwork. They will experiment with tone, texture, and shape by applying new skills and techniques to develop original and thoughtful pieces.</p>
<p>3. Reflective – Critically compare their own work with that of others, using precise and technically accurate vocabulary to explain their creative process. They will thoughtfully evaluate both their work and that of other artists, questioning the use of colour, technique, and the intent behind the artwork.</p>		<p>6. Understand - Talk about and include ideas from art history in their own work, showing an understanding of how artists from different times and cultures have helped shape different styles and techniques.</p>

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Cavendish Close
Junior Academy

National Curriculum for KS1 and KS2



Department
for Education

Art and design programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

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What the subject looks like at Cavendish Close



What art and design lessons look like at Cavendish Close?

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

More detail about the intent, implementation and impact of art at Cavendish Close Junior Academy can be found in our website documentation.

Take One Picture

At the start of each year, as a whole academy, we focus on a piece of artwork from the National Gallery's 'Take One Picture' programme. The aim of this programme is to inspire a lifelong love of art and learning. Children work through Cavendish Close's art lesson framework within the first week of the term. So far in our 'Take One Picture' focus weeks, we have studied:



2018: Pierre-Auguste Renoir's 'The Umbrellas' around 1881



2019: Pintoricchio's 'Penelope with the suitors' about 1509



2020: Henri Rousseau's 'Tiger in a Tropical Storm (Surprised!)' 1891



2021: George Bellows's 'Men of the Docks' 1912

Here is a breakdown of expectations and content for an art unit of work at Cavendish Close Junior Academy

Front cover for every unit



Generating ideas

Task 1: Children have the opportunity to compare and contrast with other pieces of artwork they have studied in the past. Use the **comparison sheet** for this:



Task 2: Children brainstorm their initial responses to the artwork. (Link to the Brainstorming key). Also see questions over the page.



Our ACE Curriculum

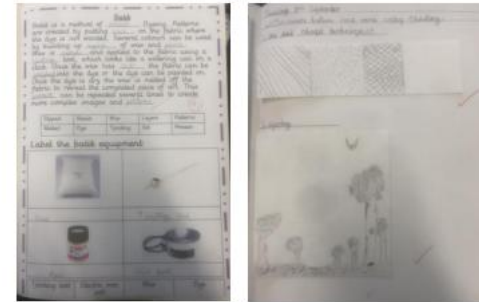


Example questions to ask when looking at artworks and /or stimulus: (taken from Access Art Progression Plan for Primary Art 2020). Ask children to answer, with differentiated prompts/vocabulary if needed.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Describe what you see What do you like/dislike? Why What is the artist saying to us in this artwork? How does it make you feel? How might it inspire you in making your own art? 	<ul style="list-style-type: none"> Describe the artwork. What do you like/dislike? Why? Which other senses can you bring to this artwork? What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? • If you could take this artwork home, where would you put it and why? 	<ul style="list-style-type: none"> Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? • What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? • Who or what else might you look at to help feed your creativity? 	<ul style="list-style-type: none"> Describe the artwork. What do you like/dislike? Why? Which other senses might you bring to this artwork? How does it make you feel? • What is the artist saying to us in this artwork? How might it inspire you to make your own artwork? • Who or what else might you look at to help feed your creativity?

Making

- Children have the opportunity to learn and practise the skills needed to produce their artwork. Opportunities should be given for children to explore, experiment and test out their ideas.
- Subject specific vocabulary should be introduced, defined and used in context at this stage (this will link to the vocabulary on the front cover sheet).
- Children should be given the opportunity to select the appropriate skills and resources for their work and they need to be able to name them.
- Evidence in sketch books may be photographs but ideally the physical exploration where possible. Examples:



Final product and evaluation

- The final product (or a picture of the child with it) is displayed in the sketch book.
- Children demonstrate their knowledge and understanding through their evaluation. They should reflect upon the process followed and skills and tools used.
- Children should have the opportunity to evaluate their own and others' work.
- You may use a digital technology opportunity and ask children to evaluate their, and others', work on clips or iMovie and link it into the books through a QR code.

