

Art and Design Curriculum at Lace Hill Academy

Who are we?

The children at Lace Hill are very eager to learn and communicate well verbally. They are polite and sociable and keen to please.

At Lace Hill Academy we use the National Curriculum and a primary scheme called Kapow to bring art and design opportunities to the classroom. We work hard to make links between themes in other subjects to the art topics that are planned in. We pride ourselves on our creative learning environment and classroom displays and provide children with the chance to contribute to these through their own art work. As a school, we are working hard to ensure there is a variety of creative and practical activities to allow children to engage in art and design. This is planned through six areas: drawing, painting and mixed media, sculpture and 3D, and craft and design.

What do we need to know? Why?

Art 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.

Our art curriculum offers children the opportunities to refine different art techniques and become proficient in these skills, such as drawing, painting and sculpture. We try to ensure that this is achieved through mapping these skills across the year group and creating links between other subjects such as science, geography, history and computing. Children should learn about great artists, craft makers and designers within this learning which will then allow them to think critically and evaluate artists' work and their own work. Children should also recognise through their learning how art contributes to the culture, creativity and wealth of our nation.

What do we need to experience? Why?

When a child leaves our school they will...

- Be a confident person
- Be an independent thinker and self-starter
- Empathise with others
- Have an inquisitive mind
- Take risks with their learning
- Bounce back and move forward when faced with a challenge
- Be proactive and innovative
- Have a sense of belonging

I am a Lace Hill artist because...

- I use my creativity and imagination to produce my own works of art, craft and design
- I feel confident experimenting with different media and techniques I've developed
- I can understand and reflect on how art and design has shaped history
- I am resourceful, innovative and imaginative
- I can critique, evaluate and analyse my own and others' works of art

Substantive Concepts

- Drawing skills
- Painting and Mixed Media
- Sculpture and 3D
- Knowledge of Artists
- Formal Elements
- Craft and Design

Disciplinary Concepts

- Develop techniques
- Express and communicate
- Take inspiration from artists
- Experiment with media
- Critique, evaluate and analyse art



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Our children need to see that art and design goes far beyond classroom and the curriculum: it is everywhere in the world around us and takes many different forms. Children should be exposed to, and have the opportunity to explore, different artists, architects and designers. We have trips to museums, galleries and centres that the children will visit to allow children to see art first-hand and celebrate art in different forms.

At Lace Hill, we inspire pupils and develop their confidence to experiment and invent their own works of art. Our curriculum gives pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our curriculum supports pupils to meet the national curriculum end of key stage attainment targets.

Units of lessons are sequential, allowing children to build and encounter key disciplinary concepts which link to our Art and Design 'Golden Box' (above). Underpinning our units of work are our six substantive concepts that thread our curriculum together. The disciplinary concepts are woven throughout units. Substantive concepts are revisited throughout Key Stage 1 and 2 with increasing complexity in a progressive model.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Our curriculum is designed in such a way that children are involved in the evaluation, dialogue and decision-making about the quality of their outcomes and the improvements they need to make. By taking part in regular discussions and decision-making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

Our children will leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

LHA Art and Design Journey (Progression)

| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------|--|--|--|---|--|--|--|
| Units covered | Most of the skills are taught through the Early Years curriculum area: 'Expressive Arts and Design' – Creating with Materials. | Drawing – Make Your Mark Craft and Design – Woven Wonders Painting and mixed Media – Colour Splash | Drawing – Tell a Story Painting and mixed Media – Life in Colours Sculpture and 3D – Clay Houses | Painting and mixed media – Prehistoric Printing Sculpture and 3D – Abstract shape and space Drawing – Growing artists | Drawing - Power Prints Painting and mixed media – Light and dark Craft and Design – Fabric of nature | Painting and mixed media- Portraits Sculpture and 3D – Interactive installation Drawing – I need space | Painting and mixed media – Artist study Craft and Design – Photo opportunity Drawing – Make my voice heard |

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| Disciplinary Concepts | Nursery Develop techniques Express and communicate Experiment with media | Develop techniques Express and communicate Take inspiration from artists | Develop techniques Express and communicate Take inspiration from artists | Develop techniques Express and communicate Take inspiration from artists | Develop techniques Express and communicate Take inspiration from artists | Develop techniques Express and communicate Take inspiration from artists | Develop techniques Express and communicate Take inspiration from artists |
| | Reception Develop techniques Express and communicate Take inspiration from artists Experiment with media Critique, evaluate and analyse art | Experiment with media Critique, evaluate and analyse art | Experiment with media Critique, evaluate and analyse art | Experiment with media Critique, evaluate and analyse art | Experiment with media Critique, evaluate and analyse art | Experiment with media Critique, evaluate and analyse art | Experiment with media Critique, evaluate and analyse art |
| Substantive Concepts | Nursery Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design | Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Formal Elements Craft and Design |
| | Reception Drawing skills Painting and Mixed Media Sculpture and 3D Knowledge of Artists Craft and Design | | | | | | |

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| LHA Art and Design Journey (Progression in Knowledge and Skills) | | | | | | | |
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| Generating Ideas | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Talk about ideas and explore different ways to record them | Explore own ideas using a range of media | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop own ideas and plan more purposefully for an outcome | Develop ideas more independently from their own research Explore and record plans, ideas and evaluations to develop ideas towards an outcome | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes |
| Sketchbooks | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Experiment with mark marking in an exploratory way | Use sketchbooks to explore ideas in an open-ended way | Experiment in sketchbooks, using drawing to record ideas Use sketchbooks to help make decisions about what to try out next | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process Use collage as a means of collecting ideas | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome | Confidently use sketchbooks for purposes including recording observations and research, testing materials and work towards an outcome more independently | Use and systematic and independent approach to research, test and develop ideas and plans using sketchbooks |
| Making skills | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Drawing Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures Begin to develop observation skills by using mirrors to include the main features of faces in their drawings | Drawing Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens Develop observational skills to look closely and reflect surface texture through mark-making Explore mark making using a range of tools: being able to create a diverse and purposeful | Drawing Further develop mark-making within a greater range of media, demonstrating increased control Develop observational skills to look closely and reflect surface texture through mark-making Experiment with drawing on different surfaces, and begin to explore tone using a | Drawing Confidently use a range of materials, selecting and using these appropriately with more independence Draw with expression and begin to experiment with gestural and quick sketching Develop drawing through further direct observation, using | Drawing Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style Use growing knowledge of different drawing materials, combining media for effect | Drawing Use a broader range of stimulus to draw from, such as architecture, culture and photography Begin to develop drawn ideas as part of an exploratory journey Apply known techniques with a range of media, selecting these | Drawing Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently Apply new drawing techniques to improve their mastery of materials and techniques |

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| | <p>Painting and mixed media Explore different ways to use paint and a range of media according to interests and ideas</p> <p>Explore paint including different application methods</p> <p>Use different forms of 'paint' such as mud and puddles, creating a range of artwork both abstract and figurative</p> <p>Use mixed-media scraps to create child-led artwork with no specific outcome</p> <p>Sculpture and 3D Push, pull and twist a range of modelling materials to affect the shape</p> <p>Create child-led 3D forms from natural materials</p> <p>Join materials in different ways e.g. using sticky tape, making simple joins with playdough</p> | <p>range of marks through experimentation building skills and vocabulary</p> <p>Painting and mixed media Experiment with paint, using a wide variety of tools to apply paint</p> <p>Investigate colour mixing</p> <p>Play with combinations of materials to create simple collage effects</p> <p>Select materials based on their properties</p> <p>Sculpture and 3D Use their hands to manipulate a range of modelling materials</p> <p>Create 3D forms to make things from their imagination or recreate things they have seen</p> <p>Craft and design Be able to select materials, colours and texture to suit ideas and purposes</p> <p>Begin to develop skills such as measuring materials, cutting, knotting, plaiting,</p> | <p>variety of pencil grade to show form, drawing light/dark lines, patterns and shapes</p> <p>Painting and mixed media Begin to develop some control when painting, applying knowledge of colour and how different media behave e.g. adding water to thin paint and using different tools to create texture</p> <p>Create a range of secondary colours by using different amounts of each starting colour or adding water</p> <p>Make choices about which materials to use for collage based on colour, texture, shape and pattern</p> <p>Experiment with overlapping and layering materials to create interesting effects</p> <p>Sculpture and 3D Develop understanding of 3D forms to construct and model</p> | <p>tonal shading and starting to apply and understanding of shape to communicate form and proportion</p> <p>Painting and mixed media Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task</p> <p>Mix colours with greater accuracy and being to consider how colours can be used expressively</p> <p>Explore contrasting and complimentary colours</p> <p>Modify chosen collage materials in a range of ways e.g. by cutting, tearing, re-sizing or overlapping</p> <p>Sculpture and 3D Be able to plan and think through the making process to create 3D forms</p> <p>Shape materials for a purpose, positioning and joining materials in</p> | <p>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making</p> <p>Painting and mixed media Explore the way paint can be used in different ways to create a variety of effects</p> <p>Develop greater skill and control when using paint to depict forms e.g. begin to use tone to create 3D effects</p> <p>Work selectively, choosing and adapting collage materials to create contrast and consider overall composition</p> <p>Sculpture and 3D Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration</p> | <p>independently in response to a stimulus</p> <p>Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form</p> <p>Painting and mixed media Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artwork</p> <p>Develop a painting from a drawing or other initial stimulus</p> <p>Add collage to a painted, printed or drawn background for effect</p> <p>Explore how collage can extend original ideas</p> <p>Combine digital effects with other media</p> <p>Sculpture and 3D</p> | <p>Push the boundaries of mark-making to explore new surfaces</p> <p>Painting and mixed media Manipulate paint and painting techniques to suit a purpose, making choices based on experiences</p> <p>Work in a sustained way over several sessions to complete a piece</p> <p>Analyse and describe how colour is used in other artists' work</p> <p>Consider materials, scale and techniques when creating collage and other mixed media pieces</p> <p>Create collage in response to a stimulus and work collaboratively on a larger scale</p> <p>Sculpture and 3D Use personal plans and ideas to design and construct more complex sculptures and 3D forms</p> |
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| | | <p>weaving and adding decoration</p> <p>Apply knowledge of a new craft technique to make fibre art</p> | <p>simple forms using a range of materials</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials</p> <p>Develop basic skills for shaping and joining clay, including explore surface texture</p> <p>Craft and design Respond to a simple design brief with a range of ideas</p> <p>Apply skills in cutting, arranging and joining a range of materials to include card, felt and cellophane</p> <p>Experiment with techniques when trying out design ideas</p> <p>Follow a plan for a making process, modifying and correcting things and knowing when to seek advice</p> | <p>new ways (tie, slot, stick, fold, tabs)</p> <p>Explore how shapes can be used to create abstract artworks in 3D</p> <p>Craft and design Learn a new making technique and apply it as part of a project</p> <p>Investigate the history of a craft technique and share that knowledge in a personal way</p> <p>Design and make creative work for different purposes, evaluating the success of the techniques used</p> | <p>Show an understanding of appropriate finish and present work to a good standard</p> <p>Respond to stimulus and begin to make choices about materials used to work in 3D</p> <p>Craft and design Learn new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome</p> <p>Design and make art for different purposes and begin to consider how this works in creative industries</p> | <p>Investigate scale when creating forms in three dimensions</p> <p>Explore a greater range of materials to create 3D forms</p> <p>Plan a sculpture, developing an idea in 2D into a three-dimensional piece</p> <p>Persevere when constructions are challenging and work to problem solve more independently</p> <p>Craft and design Design and make art for different purposes and begin to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design</p> <p>Extend ideas for designs through sketchbook use and research, justifying choices made during the design process</p> | <p>Combine materials and techniques appropriately to fit with ideas</p> <p>Confidently problem-solve, edit and refine to create desired effects and end results</p> <p>Craft and design Develop personal, imaginative responses to a design brief, using sketchbooks and independent research</p> <p>Justify choices made during a design process, explaining how the work of creative practitioners have influenced their final outcome</p> |
| Knowledge of artists | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Enjoy looking at and talking about art | Describe similarities and differences between practices in | Talk about art they have seen using some | Use subject vocabulary to describe and | Use subject vocabulary confidently to describe | Research and discuss the ideas and approaches of artists | Describe, interpret and evaluate the work, ideas and processes |

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| | | art and design and link these to their own work | appropriate subject vocabulary Be able to make links between some pieces of art | compare creative works Use own experiences to explain how art works may have been made | and compare creative works Use their own experiences of techniques and making processes to explain how art works may have been made | across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work | used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work |
| Evaluating and analysing | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Talk about own artwork, stating what they felt went well | Describe and compare features of their own and other's art work | Explain ideas and opinions about own work and other's art work, giving reasons Begin to talk about how they could improve own work | Confidently explain ideas and opinions about own and other's art work, giving reasons Use sketchbooks as part of the problem-solving process and make changes to improve their work | Build a more complex vocabulary when discussing their own and other's art work Evaluate their work more regularly and independently during the planning and making process | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work | Give reasoned evaluations of their own and other's work which takes account of context and intention Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work |
| Formal elements | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Know that colours can be mixed. | Know that a pattern is a design in which shapes, colours or lines are repeated Know that texture means what something feels like Know that different marks can be used to represent the texture of objects | Know that surface rubbings can be used to add and make patterns Know that drawing techniques such as hatching, scribbling, stippling and blending can make patterns Know that patterns can be used to add detail to artwork Know that collage materials can be | Know that pattern can be man-made or natural Know that texture in an artwork can be real or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object Know some basic rules for shading when drawing | Know that symmetry can be used to create repeating patterns Know that patterns can be irregular, and change in ways you wouldn't expect Know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns | Know that artists create patterns to add expressive detail to art work Know how to create texture on different materials Know that tone can help show the foreground and background in artwork Know that artists use colour to create an | Know that pattern can be created in many different ways e.g. in the rhythm of brushstrokes in a painting or in repeated shapes within a composition Know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture |

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| | | <p>Know that different drawing tools make different marks</p> <p>Know that tone in art means light and dark</p> <p>Know that we can add tone to a drawing by shading and filling a shape</p> <p>Know that the primary colours are red, yellow and blue</p> <p>Know that primary colours can be mixed to make secondary colours</p> <p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it</p> <p>Know that three dimensional art is called sculpture</p> <p>Know that paper can be shaped by cutting and folding it</p> <p>Know that drawing tools can be used in a variety of ways to create different lines</p> | <p>chosen to represent real-life textures</p> <p>Know that collage materials can be overlapped and overlaid to add texture</p> <p>Know that painting tools can create varied textures in paint</p> <p>Know that shading helps make drawn objects look more three dimensional</p> <p>Know that different pencil grades make different tones</p> <p>Know that different amounts of paint and water can be used to mix hues of secondary colours</p> <p>Know that colours can be mixed to match real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place</p> <p>Know that composition means how things are arranged on the page</p> | <p>Know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling</p> <p>Know that complementary colours appear opposite each other on the colour wheel, and when placed next to each other, a strong contrast or clash is created</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric people used these paints</p> <p>Know that three dimensional forms are either organic (natural) or geometric</p> <p>Know that organise forms can be abstract</p> <p>Know that negative shapes show the space around and between objects</p> <p>Know that artists can focus on shapes when making abstract art</p> <p>Know that different drawing tools can</p> | <p>Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface</p> <p>Know that using lighter and darker tints and shades of colour can create a 3D effect</p> <p>Know that tone can be used to create contrast in artwork</p> <p>Know that adding black to a colour creates a shade</p> <p>Know that adding white to a colour creates a tint</p> <p>Know that using lighter and darker tints and shades of colour can create a 3D effect</p> <p>Know that simple structures can be made stronger by adding layers, folding and rolling</p> <p>Know how to use basic shapes to form more complex shapes and patterns</p> | <p>atmosphere or to represent feelings in an artwork</p> <p>Know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them</p> <p>Know that the size and scale of three-dimensional art work changes the effect of the piece</p> <p>Know that silhouette is a shape filled with a solid flat colour that represents an object</p> <p>Know that lines can be used by artists to control what the viewer looks at within a compositions e.g. by using diagonal lines to draw your eye into the centre of a drawing</p> | <p>Know that chiaroscuro means light and dark and is a term used to describe high-contrast images</p> <p>Know that a monochromatic artwork uses tints and shades of just one colour</p> <p>Know that colours can be symbolic and have meanings that vary according to your culture or background</p> <p>Know that the surface textures created by different materials can help suggest form in two-dimensional artwork</p> <p>Know how an understanding of shape and space can support creating effective composition</p> <p>Know how line is used beyond drawing and be applied to other art forms</p> |
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| | | <p>Know that lines can represent movement in drawings</p> | <p>Know that pieces of clay can be joined using the 'scratch and slip' technique</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on</p> <p>Know that collage materials can be shaped to represent shapes in an image</p> <p>Know that shapes can be organic (natural) or irregular</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles</p> <p>Know that patterns can be made using shapes</p> <p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern</p> | <p>create different types of lines</p> | <p>Know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing</p> | | |
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