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| <b>Subject</b>                           | <b>Art and Design</b>  |
| <b>Overview Intent</b>                   | <p><b>At Manaccan Primary School we follow the National Curriculum for Art and Design.</b></p> <p>Aims:</p> <ul style="list-style-type: none"> <li>● produce creative work, exploring their ideas and recording their experiences</li> <li>● become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>● evaluate and analyse creative works using the language of art, craft and design</li> <li>● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>   |
| <b>Planning provision Implementation</b> | <p>How are lessons, schemes of work, units sequenced to help make pupils progress?</p> <p>How is Art timetabled, delivered, staffed &amp; resourced?</p> <p>At Manaccan, we have rolling programmes at both KS1 and KS2.</p> <p>In Art, children have opportunities to paint, draw, print, and make collages, use fabrics and threads, history of art and paper fold. They are taught the skills and techniques and then are given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of the others in order to learn from their experiences. Children have benefited hugely from working with local artists.</p> <p>Art is taught on a weekly basis. Schemes of work are planned to incorporate a progression of skills within each strand of the subject.</p> |
| <b>Example of sequence of learning</b>   | <p>How does Art build on prior knowledge &amp; understanding?</p> <p>Progression of skills is built upon throughout the year groups to ensure that pupils grasp the processes specified in each programme of study.</p> <p><b>KS1: All About Me - portraits</b></p> <p><b>Lesson 1:</b> Using secondary sources (photographs) to create portraits using pencil</p>   |

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|                          | <p><b>Lesson 2:</b> Explore idea of portraiture and create self portraits using mirrors and pencil/crayon</p> <p><b>Lesson 3:</b> Explore the work of Pablo Picasso and the use of colour to portray emotion</p> <p><b>Lesson 4:</b> Create collage in the style of Picasso's cubist portraits</p> <p><b>Lesson 5:</b> Explore the portraits of Paul Klee and use watercolours to create backgrounds</p> <p><b>Lesson 6:</b> Create line drawings inspired by the work of Paul Klee</p> <p><b>Lesson 7:</b> Explore the Pop Art style of portraiture of Warhol and use as an inspiration for own portrait.</p> <p><b>KS2- Sculpture</b></p> <p><b>Lesson 1:</b> Explore the work of a variety of artists who use cardboard as a media, looking at both figurative and abstract sculpture.</p> <p><b>Lesson 2:</b> Sketch book drawing: exploration of techniques and tools, developing understanding and skills in cutting and joining (Lottie Smith)</p> <p><b>Lesson 3, 4:</b> Develop initial sketch ideas into final sculptures to be displayed as part of an exhibition.</p> <p><b>Lesson 5:</b> Explore the work of local artist, Barbara Hepworth. (potential field trip).</p> <p><b>Lesson 6:</b> Clay sculpture inspired by Hepworth.</p> |
| <b>Assessment Impact</b> | <p>By the end of each key stage, pupils will be expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Sketch books will show a progression of skills learnt.</p>   |
| <b>CPD</b>               | <p>How do we ensure teachers are equipped?</p> <p>Staff meeting, CPD and training where appropriate.</p>   |