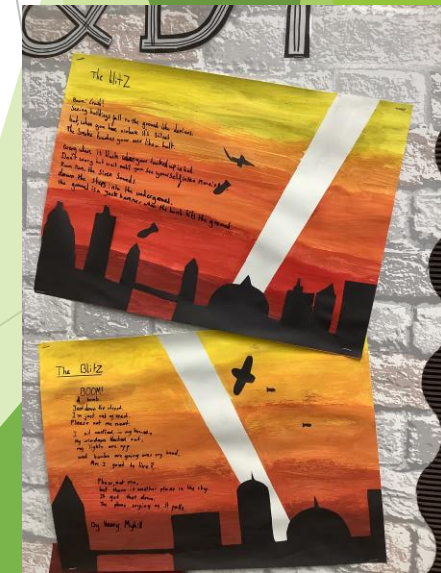
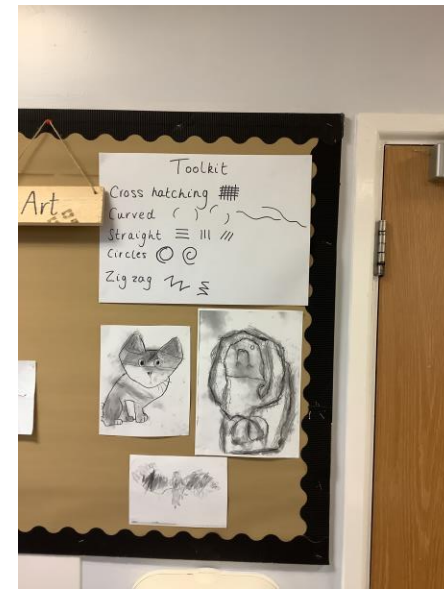




# Art and Design Intent



At Abbots Green, we truly believe in ensuring our children grow as individuals. This is at the heart of our school rainbow values which filter through our Art and Design lessons. Children learn to become independent, inspired and reflective learners as they develop their knowledge and skills to become artists. We consider that having a broad, balanced curriculum inspires and ignites children's curiosity but also contextualises learning, enabling children to develop a passion for learning. By providing first hand experiences, children revisit prior knowledge and build upon this and their understanding across a wide range of subjects.

We believe in an active teaching approach which inspires and motivates not only children but also teachers. Art is an ideal forum to enrich and support other areas of the curriculum, particularly, English, design and technology (DT) and history. Whilst we understand that topical links and connections are key, we also recognise the need for depth and revisiting within our modules at Abbots Green.

We consider Art and DT are closely linked and therefore should be closely planned together. Art enables children to explore a range of artists from different time periods and cultures, broadening their understanding of the world around them. We use the National Curriculum 2014 and the Early Years Foundation Stage Early Learning Goals as well as the CUSP Art Curriculum and resources to plan our curriculum. In the Early Years Art is taught via termly topic themes. In Key Stages 1 and 2, Art is taught as a block of standalone lessons. By blocking Art, it enables the subject to be given the time it deserves ensuring the depth of learning is provided. Furthermore, children are given the time to build upon prior knowledge, vocabulary, understanding and skills. Our long term curriculum has been carefully mapped out to ensure the coverage is met but also that each year group has a balance of Art over the year.

## Aims of teaching Art:

As stated in the National Curriculum our aims are for students:

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

# Early Years

In Early Years, children are encouraged to become Artists. As part of the continuous provision both inside and outdoors the children are exposed to a variety of creative tasks each week. Over the year these activities enable children to experiment and explore a wide range of materials, techniques and experiment with colour, texture, design, form and function. Vocabulary is planned and prioritised to support pupils to know more and increase their understanding.

## Creating with Materials

Children will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories

INTENT



## Reception Curriculum coverage Autumn 2

Text	Diwali Acorn book	Once Upon a Tide Tony Mitton	The Night Pirates Peter Harris and Deborah Allwright	Aliens Love Underpants Claire Freedman	The Way Back Home Oliver Jeffers	Lost and Found Oliver Jeffers
						
Art and Design	Create fireworks based on Jackson Pollock – splatter painting	Create a natural picture using pebbles and shells in the style of Andrew Goldsworthy.	Design a flag using real sticks and a variety of loose parts to create a pattern.	Explore moulding and loose part to create a Playdough model alien.	Explore the use of pastels on a black background to create a picture of planets.	Printing using different size and shaped potatoes to create penguins









# INTENT

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of artistic development in the Working Artistically section. Each module will focus on developing different aspects of these competencies. This will support teachers in understanding pupils' development as artists more broadly, as well as how successfully they are acquiring the taught knowledge and skills.







## Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

# Art and Design – Curriculum map - KS1







	<b>Drawing</b> (line and texture) 	<b>Painting</b> (colour and tone) 	<b>Printmaking</b> (line and pattern) 	<b>Textiles</b> (pattern and texture) 	<b>3D</b> (form and shape) 	<b>Collage</b> (texture) 
Reception						
Year 1	Block A Explore materials and tools for mark making	Block B Explore mark making with paint, using primary colours	Block C Explore resist and relief block printing, negative stencils and clay slabs	Block D Explore weaving with natural and man-made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and man-made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man-made objects.
Year 2	Block A Evoke mood and represent movement through mark making	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours.	Block C Create repeated patterns with positive and negative space. Use natural objects as stimuli.	Block D Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	

# Art and Design – Curriculum Map- Lower KS2

	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 	Textiles (pattern and texture) 	3D (form and shape) 	Collage (texture) 
Year 3	<p>Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of <u>tonking</u> and sgraffito.</p>		<p>Block B Create monoprints and explore mark making and pattern with printing tools.</p>	<p>Block C Explore pattern and colour combinations. Use <u>collograph</u> and <u>plasticine</u> blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.</p>	<p>Block D Create coil pots using clay.</p>	
Year 4	<p>Block A Create contour drawings using still life and natural forms as stimuli.</p>	<p>Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.</p>	<p>Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.</p>	<p>Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.</p>		






# Art and Design – Curriculum Map- Upper KS2

	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 	Textiles (pattern and texture) 	3D (form and shape) 	Collage (texture) 
Year 5	Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques.	Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
Year 6	Block A Combine techniques to create abstract images. Learn about surrealism and portraiture.	Block B Create still life composition by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.	Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore the combining of wire and recycled materials.		





# INTENT

## Core Content and Expectations - Autumn Term KS1

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 
<b>Year 1</b>	<p><b>Block A</b> Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p>	<p><b>Block B</b> Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours</p>	
<b>Year 2</b>	<p><b>Block A</b> Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p><b>Block B</b> Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings</p>	
<b>Year 3</b>	<p><b>Block A</b> Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use</p>		<p><b>Block B</b> Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks</p>

# INTENT Core Content and Expectations Autumn Term

## KS2

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 
Year 3	<p><b>Block A</b> Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.</p> <p>Know that there are lines and patterns in natural objects and that a range of effects can be made with paint</p> <p>Be able to identify lines and patterns in nature and use</p>		<p><b>Block B</b> Create monoprints and explore mark making and pattern with printing tools.</p> <p>Know how to use a printing slab and roller</p> <p>Know how to create different printing blocks</p>
Year 4	<p><b>Block A</b> Create contour drawings using still life and natural forms as stimulus.</p> <p>Know what is meant by still life</p> <p>Know how to identify details</p> <p>Know how to use a viewfinder to create a focal point or an area of interest</p> <p>Be able to assemble objects to create an interesting composition</p> <p>Be able to use a viewfinder and use fine control to add detail</p>	<p><b>Block B</b> Learn about abstract art and develop colour mixing skills to include tertiary colours.</p> <p>Know similarities and differences between the work of two artists</p> <p>Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction</p> <p>Be able to make comparisons and form opinions</p> <p>Be able to create an abstract painting of a natural object</p>	
Year 5	<p><b>Block A</b> Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.</p> <p>Know what is meant by 'subtractive drawing' and 'abstract'</p> <p>Know that lines can be used to suggest harmony</p> <p>Be able to combine drawing techniques to achieve desired effects</p> <p>Be able to transfer and enlarge an image and work in the style of an artist</p>		<p><b>Block B</b> Create three colour prints and combine printing techniques.</p> <p>Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last</p> <p>Be able to create reduction prints and explain and record the process</p>
Year 6	<p><b>Block A</b> Combine techniques to create abstract image. Learn about surrealism and portraiture.</p> <p>Know about the different elements of art and design</p> <p>Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p><b>Block B (Painting and Collage)</b> </p> <p>Create still life compositions by combining different media and in response to cubist work.</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements.</p> <p>Know that observation of still life can be responded to through a combination of different media and styles</p> <p>Be able to create a still life using a variety of colours, textures and materials, including paint</p>	



# INTENT

## Our Art and Design Long term plan.

Art and Design Long Term Plan

Year	Autumn		Spring		Summer	
1	Drawing	Painting	Printmaking	Textiles	Collage	3D
2		Drawing Painting	Printmaking Textiles and collage		3D	
3		Drawing and painting	Printmaking		Textiles and collage 3D	
4		Printmaking Drawing		Painting Printmaking and textiles	3D	
5	Drawing and painting	Printmaking	Textiles and collage 3D		New module School study or revisit previous module and elaborate.	
6	Drawing Painting and collage		Printmaking and textiles 3D		Revisiting previous modules and project	



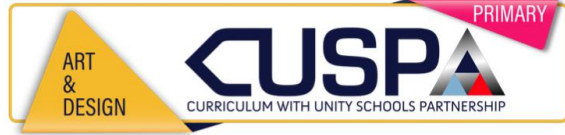
# Art and Design Implementation



## Example of planning

CUSP Art and Design is written by Art and Design expert teachers, including Artsmark National Assessors. The comprehensive plans support staff so that information and training they need is in place so they can successfully deliver excellent lessons to our pupils. This ranges from videos, worked examples and teacher exemplar files showcasing what is expected.

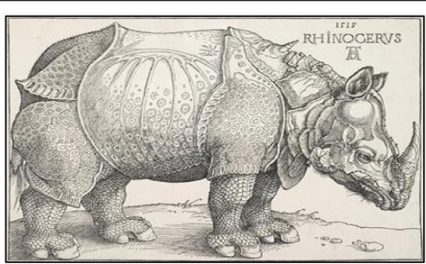
# Example of planning: Key Stage One



## Year 1 Art: Drawing – Block A

- This is a one-week block.
- The block is set in the context of the CUSP Science unit 'Seasonal changes and weather'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials	Explicit teaching of techniques	Application of knowledge and techniques



*The Rhinoceros by Albrecht Durer (1515)*

At the end of this block, pupils will ...	
Know:	Be able to:
Marks can be made using a variety of drawing tools	Select appropriate tools  Make a range of marks

In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D and Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

## Point of reference: Y1 Drawing – Block A



- Pupils will be able to:
- hold drawing tools correctly

- position their paper according to whether they are left or right-handed

### CUSP Connections:

Lesson 2: Science – Seasonal changes and weather  
Lesson 3: Science – Animals, including humans

### Art History:

Albrecht Durer (1471 – 1528)  
Born in Nuremberg, Germany, Albrecht Durer was one of the first artists to become famous throughout Europe in his own lifetime. His work is well known for its intricate details of nature. Durer made carved wooden blocks and engraved metal plates using his drawing skills. He signed almost all of his work with an interesting arrangement of his initials.

### Links to Literature:

*The Storm Whale* by Benji Davies  
*Owl Babies* by Martin Waddell (illustrated by Patrick Benson)  
*Hairy Maclary from Donaldson's Dairy* by Lynley Dodd

### Materials:

Art sketchbook, assorted paper weights and textured card (white and brown), HB and 2B pencils, charcoal, black and white oil pastels, white chalk

### Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.



## Point of explanation: Y1 Drawing – Block A

Core Knowledge	Explanation
drawing	Drawing is the means by or way in which marks are made on a surface.
pressure	Pressure means how hard the tool is pressed onto the paper or canvas. The more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be.
orientation	Orientation is where lines or shapes are positioned on the paper or the canvas.

Technical Vocabulary	Definition
cross-hatching	involves drawing a series of parallel lines to create tonal effects similar to rough shading: the closer the lines are drawn together, the darker the shading will appear
texture	the quality of something that can be known by touch or the degree to which something is rough or smooth or soft or hard
monochrome	a picture which contains shades of only one colour or black and white

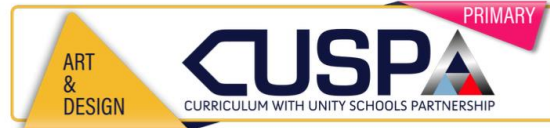
**Teacher guidance video:** <https://vimeo.com/556539554/74aef2d742>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes

## Point of delivery: Y1 Drawing – Block A

Revisiting prior learning	Taught content	Point of practice	Point of reflection
1. Hold a pencil correctly	Make marks using a variety of tools	<p>In this first lesson, pupils will explore what marks they can make using the materials provided. At this point, do not teach them skills (e.g. cross-hatching, shading) but urge pupils to investigate for themselves.</p> <p>Provide pupils with a range of materials. They could build up their own textured surface to work on. Encourage pupils to be relaxed and not to hold the tools too tightly. Use large sweeping movements rather than smaller movements. (Music could be played, not as a stimulus, but rather to create a relaxed environment.) Experiment with applying different amounts of pressure or smudging.</p> <p>Introduce the Knowledge Note to the pupils and explain the technical vocabulary.</p> <p>Pupils respond to questions selected from those listed below, referring to the Knowledge Note where appropriate.</p>	<p>Can make a range of marks</p> <p>Can name the tools used</p>
2. Make a wide range of marks on a variety of surfaces by exploring the materials provided	Organise and arrange marks according to techniques used	<p>Introduce Vocabulary Task 1.</p> <p>Look at the lines of clouds and weather (<i>The Storm Whale</i>, p12 – 13 and p17) and use language to encourage the depiction of movement, e.g. curl of clouds, dashes of rain, spitting hail, smudge of fog and waves of wind.</p> <p>Build up a toolbox of drawing techniques by demonstrating how lines can be used to create shade, density and lightness. Select two or three from the following:</p> <ul style="list-style-type: none"> <li>• cross-hatching</li> <li>• using pressure to go from light to dark / dark to light</li> <li>• using zig-zags</li> <li>• drawing curved and straight lines</li> <li>• using the tips and sides of drawing tools</li> <li>• blending and smudging</li> <li>• mixing drawing media</li> </ul> <p>Together, create a large piece of work and over-layer it with blue / grey / white paint. Where pupils have used wax or oil crayon to make marks, there will be a resist effect from the paint. Pupils reflect on the outcome, using key vocabulary from Task 1 and the Knowledge Note for guidance.</p>	<p>Can organise and arrange marks using a range of techniques</p> <p>Can share ideas and work with others</p>

# Example of planning: Key Stage Two



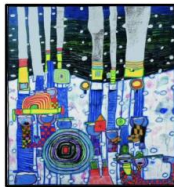
## Year 5 Art: Drawing and Painting – Block A

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Explore materials	Explicit teaching of techniques	Applying knowledge, skills and techniques



Green Town (1978)



Blue Blues (1994)

by Friedensreich Hundertwasser

### At the end of this block, pupils will ...

Know:	Be able to:
What is meant by <i>subtractive drawing</i>	Combine drawing techniques, making informed decisions based on knowledge of what could happen
What abstract art is	Transfer and enlarge an image
Lines can be used to suggest harmony	Work in the style of an artist

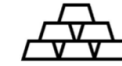
In this block, pupils will learn a new technique called *subtractive drawing*. They will combine this with previously learned drawing techniques. In Lessons 2 and 3, they will look at the work of Hundertwasser. Using organic lines and spirals, along with bright colours and overlaying, pupils will create abstract landscapes.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage		
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D		
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D		

## Point of reference: Y5 Drawing and Painting – Block A

Pupils will be able to:

- refine drawing skills to focus on lines and details
- make detailed thumbnail drawings using a pencil or paint



Prior Learning

- understand that abstract art is more about shape, colour and expressing feelings than being a realistic depiction
- make secondary and tertiary colours

### CUSP Connections:

No CUSP connections

### Art History:

Friedensreich Hundertwasser (1928 – 2000)

Friedensreich Hundertwasser was born Friedrich (Fritz) Stowasser in Austria in 1928. He returned to the devastation of war-torn Vienna after WW2 ended. Buildings were destroyed and the streets were full of potholes and bomb craters, filled with rainwater. New life had started to emerge, there, in the puddles, where the larvae of insects and tadpoles swam. Creeping their way into the light from dusty cracks, were tender shoots of plants and grass. This inspired Hundertwasser and he saw it as a sign of hope. Protecting and preserving nature became a life long interest for this artist. Hundertwasser was an architect as well as an artist. His work is known for bright colours and quirky designs. He didn't like straight lines and this can be seen in the buildings he designed as well as in his paintings. Hundertwasser stated, "In nature there are no straight lines drawn with a ruler."

Lesson 1 looks at portraits by Frank Auerbach.

### Links to Literature:

*Harvesting Dreams – Hundertwasser For Kids* by Barbara Stieff  
*Shackleton's Journey* by William Grill  
*Ice Trap* by Robertson and Hooper  
*Secrets of a Sun King* by Emma Carroll

### Materials:

Art sketchbook, paper, charcoal, erasers, pencils (HB – 6B), acetate (or sealed laminating pouch), black permanent markers, poster paint (bold, bright colours), PVA glue, viewfinders, scissors and glue sticks  
Coloured photocopies of Hundertwasser landscape paintings  
Pictures of landscapes and cities from magazines, books or calendars – may use images linked to *Shackleton's Journey* or *Secrets of a Sun King*

### Working Artistically

Shape	Line	Colour	Value	Form	Texture	Space
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.

## Point of explanation: Y5 Drawing and Painting – Block A

Core Knowledge	Explanation
subtractive drawing (working in the negative)	Subtractive drawing or drawing in the negative is a technique where a media is intentionally taken away from the surface of the canvas or paper, e.g. an eraser or rubber is used as the drawing tool to remove chalk, pencil or pastel – these lines then reveal the intended image the artist wants to make.
organic	Organic means relating to naturally occurring objects and materials.
harmony	Harmony is an attractive combination of related things. In art terms, this could be using colours and shapes that work well together and produce an effect pleasing to the eye.

Technical Vocabulary	Definition
overlay	to put something on top of a surface to cover it completely
abstract	to represent people or things not in a realistic way, but to express your ideas about them
chroma	the strength of a colour

**Teacher guidance video:** <https://vimeo.com/559412385/cfa3f72eb1>

- Explanation and demonstration of taught content
- Lesson by lesson guidance
- Exemplification of techniques and outcomes


## Point of delivery: Y5 Drawing and Painting – Block A

Revisiting prior learning	Taught content	Point of practice	Point of reflection
1. Experiment with line and mark making using a range of materials and techniques	Subtractive drawing (working in the negative) using an eraser to reveal white	<p>Introduce the Knowledge Note and discuss new vocabulary with pupils. Pupils will be expected to use this vocabulary as they talk about their work or respond to questioning.</p> <p>Look at art produced by Frank Auerbach.</p> <p>Cover small pieces of paper with charcoal, black chalk or pastel and some areas with black oil crayon. Experiment with making marks on these surfaces, using an eraser as the drawing tool.</p> <p>Try creating surfaces with pencil, graphite or conte and use an eraser to remove marks.</p> <p>Next, create a surface on a larger piece of paper (A4 or A3). Draw a landscape or a view from a window, including trees, buildings and plants.</p> <p>Then, explain to a partner what is meant by <i>subtractive drawing</i>.</p>	Can draw using the subtractive method and give a concise explanation of what it is to a partner
2. Understand how to use a viewfinder to select a portion of an image or view	<p>Enlarge and transfer an image from a small drawing</p> <p>Areas need to be blocks of colour, not shaded</p> <p>Line and movement is emphasised with black</p>	<p>Look at landscape pictures by Hundertwasser. Use a small viewfinder to select a section of one of his images then draw it into sketch books. Focus on the strong black lines. This should be repeated four or five times more using a different part of the picture.</p> <p>Select one of the viewfinder images drawn and, using pencil, enlarge it to fit a 20cm x 20cm square. Use paint to fill in the spaces drawn. Overlay with a piece of acetate the same size. Use a permanent black marker to trace the lines seen onto the top of the acetate. Place each of the completed 20cm x 20cm squares from Lesson 2 together to compile a collaborative abstract piece of work.</p> <p>Complete Vocabulary Task 1.</p>	<p>Can transfer and enlarge an image</p> <p>Can select appropriate colours and paint within the border of each area</p> <p>Can trace black lines</p>

In Art knowledge notes are used as an aid memoire for pupils. They are introduced at the start of lesson one so that pupils know what core knowledge and skills they will acquire and the technical vocabulary they will learn as the lessons progress.


# IMPLEMENTATION


Core content: Pupils are provided with a brief summary of the content of each block.


Year 1: Drawing 


**Core content:**  
Explore mark making— create a range of marks using different media on a surface.


**Technical vocabulary:**


**Cross-hatching** – drawing a series of parallel lines to create tonal effects. 

**Monochrome** – using shades of one colour (in this case, black and white). 


**Orientation** – the direction in which lines are drawn. 


**Surface** – the flat area of paper or canvas. 

**Texture** – how rough or smooth a surface is. 


**Drawing** – creating a range of marks on a surface. 

**Connections:**

Albrecht Durer (1471 – 1528)  
German artist and printmaker 


Lynley Dodd (born 1941)  
New Zealand illustrator and author 


Technical vocabulary: Key technical vocabulary that is covered in each block, providing a useful glossary of terms for pupils to refer to. Icons have been used to aid understanding of terms.


Year 5: Drawing and Painting 


**Core content:**  
Learn the techniques of 'subtractive drawing'— using erasers to remove layers to reveal white.  
Create abstract art— using organic lines and spirals, along with bright colours and overlaying of line.


**Technical vocabulary:**


**Organic** – natural forms and materials. 

**Harmony** – shapes and colours used to create an attractive effect that is pleasing to the eye. 


**Overlay** – to put something on top of a surface to cover it completely. 

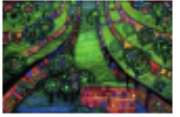
**Abstract** – to represent people or things not in a realistic way, but to express your ideas about them. 

**Subtractive Drawing** – a technique where something is taken away from the surface of a painting or picture to reveal marks or colour underneath. 

**Chroma** – the strength of a colour. 

**Connections:**

Friedensreich Hundertwasser (1928 – 2000)  
Austrian painter and architect 



Connections: Images, showing examples of illustrators' and artists' work, are used so that pupils can refer to these as a reminder of the artists they have studied and the styles associated with those artists.

Every classroom has an Art display to showcase children's work but also acts as a working wall. It stands as a platform for children to refer to the technical vocabulary and core knowledge and skills for the current block.

# IMPLEMENTATION



Assessment of Pupils: Teachers assessment of pupils is formative based on pupil outcomes and questioning from each lesson. The following information below is outlined in each Cusp block and can be used to assess pupils' knowledge and application of artistic techniques and their understanding and use of artistic vocabulary.

- Expectations for each block are made explicit on slide one, e.g. At the end of this block pupils will know marks can be made using a variety of drawing tools and will be able to select appropriate tools and make a range of marks.
- The Point of Reflection section specifies the expected outcome for each lesson.
- The Questions for Assessment section in each block provide specific questions to be used with pupils to elicit their level of understanding of tools, techniques and effects, e.g. What happens if you change the size of the mark?
- The Oracy and Vocabulary tasks on slide five provide ample opportunities for teachers to evaluate pupils' ability to: - use artistic language effectively; - explain artistic techniques and processes; - evaluate their own and others' work.
- The vocabulary quiz on slide six provides an opportunity for teachers to assess pupils' deeper understanding and application of artistic and technical vocabulary covered in the block.
- The exemplifications demonstrate the expected standard against which teachers can assess pupils' work.

The best form of assessment in art is in-action, while pupils are working. This helps us to understand pupils' development as artists, rather than their ability to produce a prescribed end outcome. By encouraging pupils to articulate their thinking and reflections, we can understand which aspects of artistic development they may require additional teaching in and reshape teaching to support this.  
(Taken from CUSP teachers handbook)

Exemplification Photographs are provided for each block, showing annotated examples of sketchbook work and finished pieces. These provide teachers with a standard by which they can assess pupils' work.

Exemplification:  
Y1 Drawing – Block A

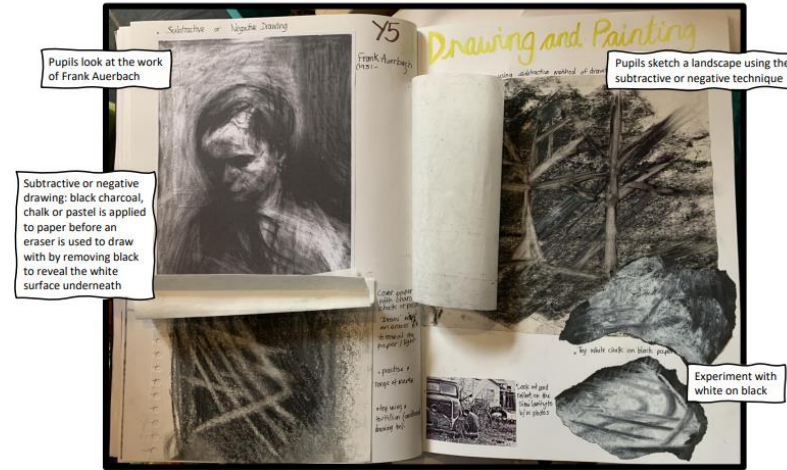


Pupils create a surface to mark make onto using a variety of papers and card

Pupils experiment with mark making using a range of materials and then annotate in their sketchbooks

Pupils are taught how to cross-hatch

Exemplification:  
Y5 Drawing and Painting – Block A



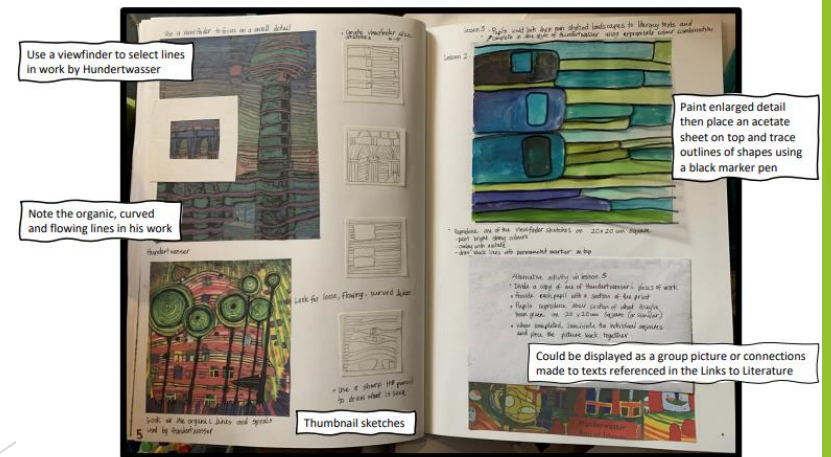
Pupils look at the work of Frank Auerbach

Subtractive or negative drawing: black charcoal, chalk or pastel is applied to paper before an eraser is used to draw with by removing black to reveal the white surface underneath

Pupils sketch a landscape using the subtractive or negative technique

Experiment with white on black

Exemplification:  
Y5 Drawing and Painting – Block A



Use a viewfinder to select lines in work by Hundertwasser

Note the organic, curved and flowing lines in his work

Paint enlarged detail then place an acetate sheet on top and trace outlines of shapes using a black marker pen

Could be displayed as a group picture or connections made to texts referenced in the Links to Literature

Thumbnail sketches

# Abbots Green50

We believe that children learn best when they are enthused and inspired by a real purpose. Throughout the school children have a chance to create art for a number of different purposes which include as being part of county-wide projects and for exhibitions. There are amazing opportunities for involvement of parents, governors and the wider community in the children's learning, such as inviting a local artist into school, taking a trip to a museum or getting parents in to help with certain projects.

To enhance the children's development of becoming artists we provide them with exciting opportunities from our Abbots 50.

Year group	Art
Nursery	3 – Showcase artwork in an exhibition. 10 – Experience different cultures and festivals. 37 – Work alongside a professional artist.
Reception	10 – Experience different cultures and festivals.
1	10 – Experience different cultures and festivals.
2	10 – Experience different cultures and festivals.
3	10 – Experience different cultures and festivals. 50 – To visit a museum.
4	10 – Experience different cultures and festivals.
5	10 – Experience different cultures and festivals. 50 – To visit a museum.
6	3 – Showcase artwork in an exhibition. 10 – Experience different cultures and festivals. 37 – Work alongside a professional artist. 50 – To visit a museum.





# Art and Design Impact

# EYFS

Early years children experience art everyday as part of the continuous provision in their environment. Weekly planning identifies opportunities for the children to experience different areas of art linked to their weekly text. Here is an example of experimenting with colour and materials to create a unique space scene.



Children have daily access to transient art resources including loose parts which they use to design and create individually as well as within groups.



**IMPACT**

The children study a range of different artists. Here is an example of a set up for the children to independently respond to the artist Giuseppe Arcimboldo.

Each class has a creative area to allow constant access to art resources.





# Year 1

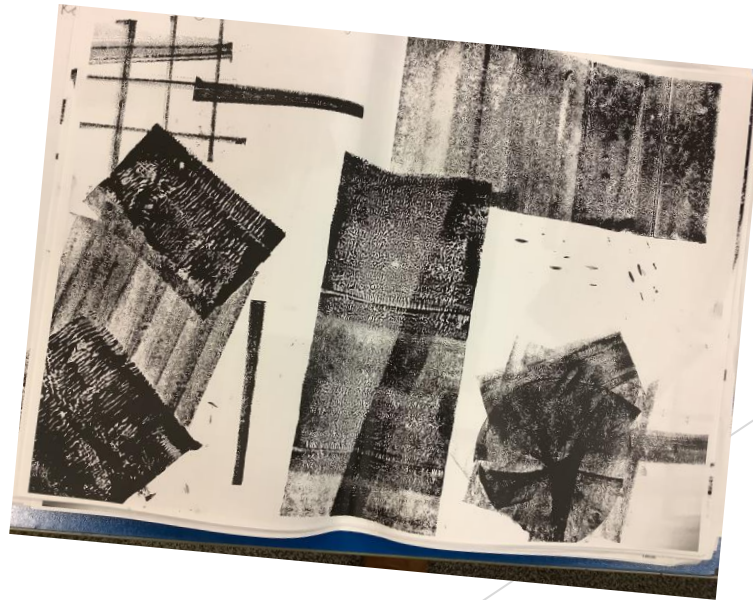
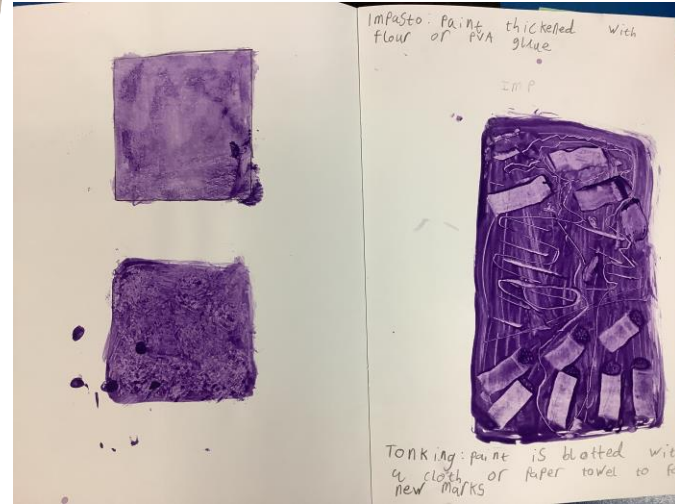
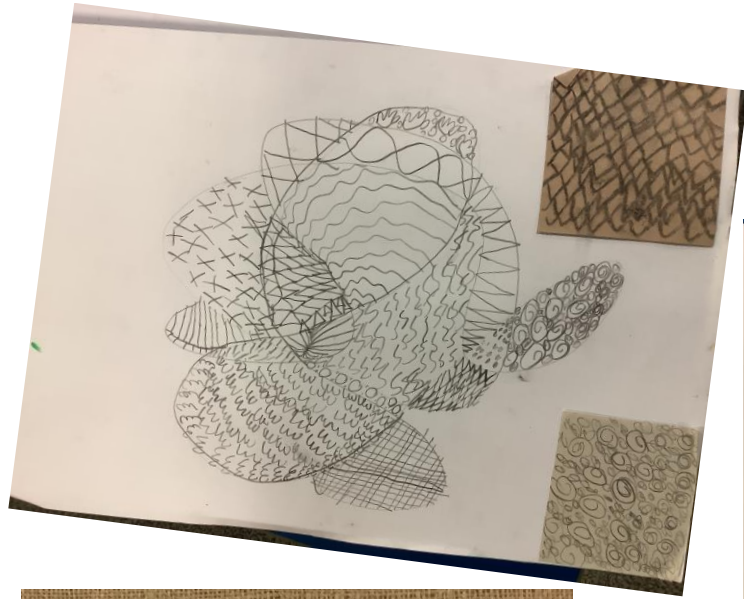
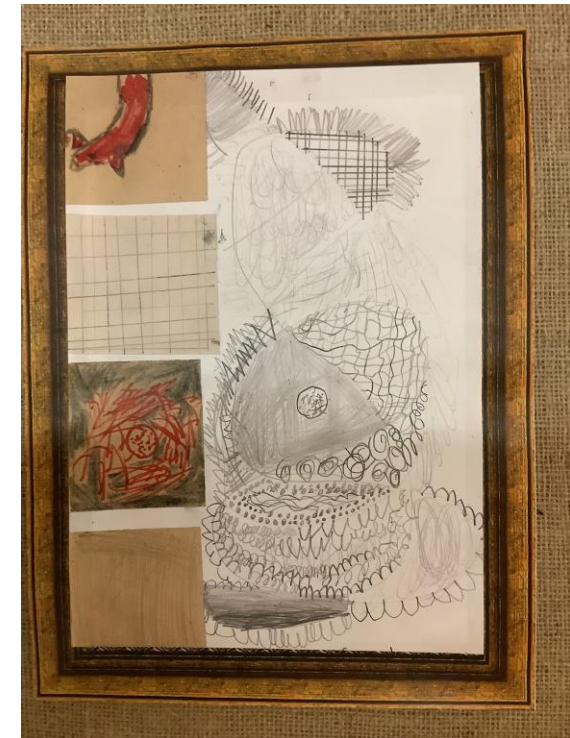


## Year 2

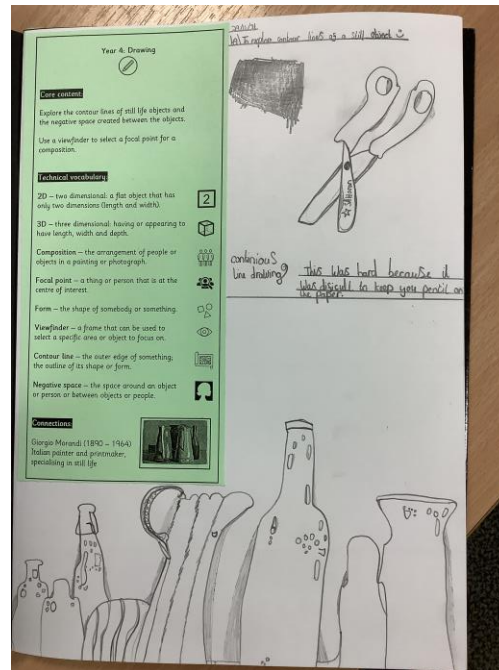
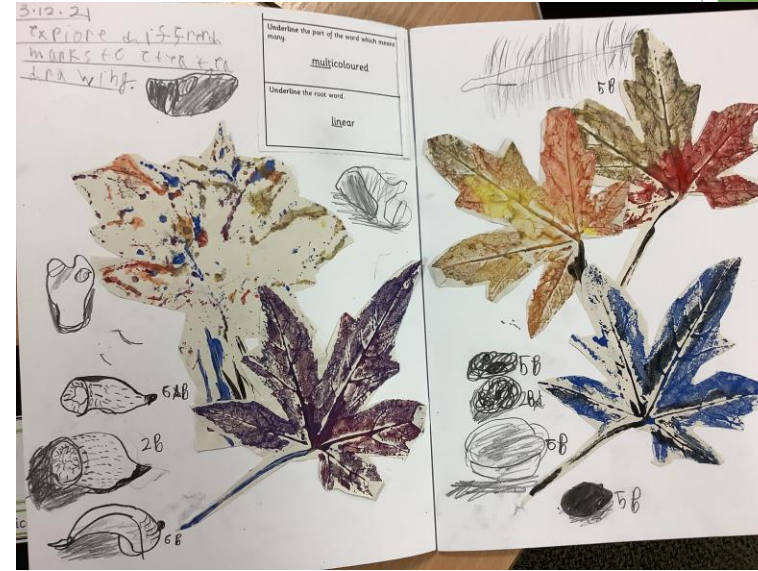
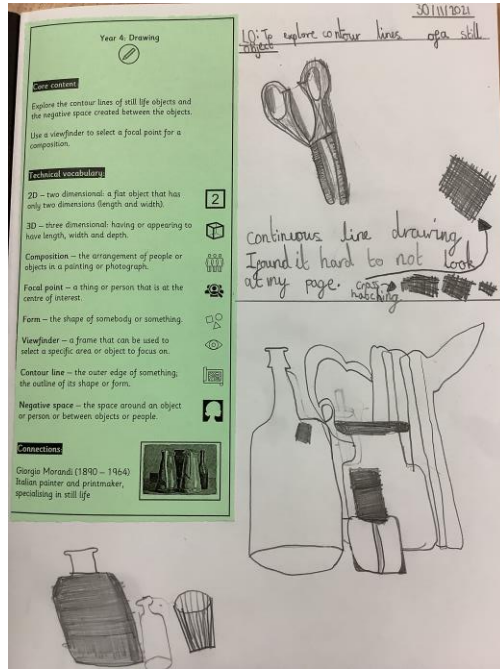


# Year 3

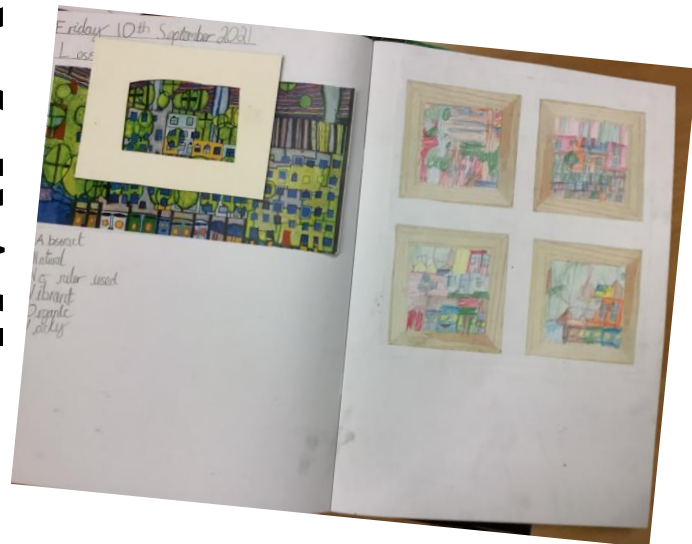
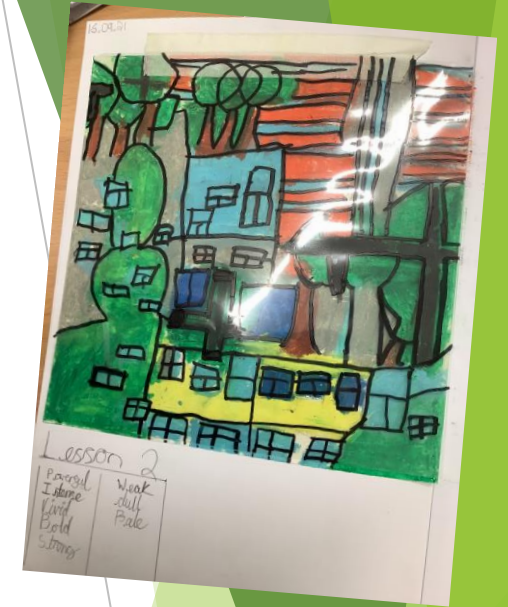
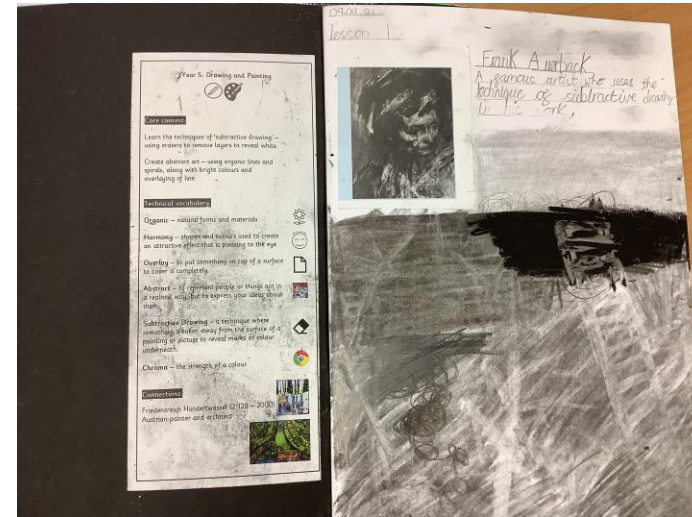
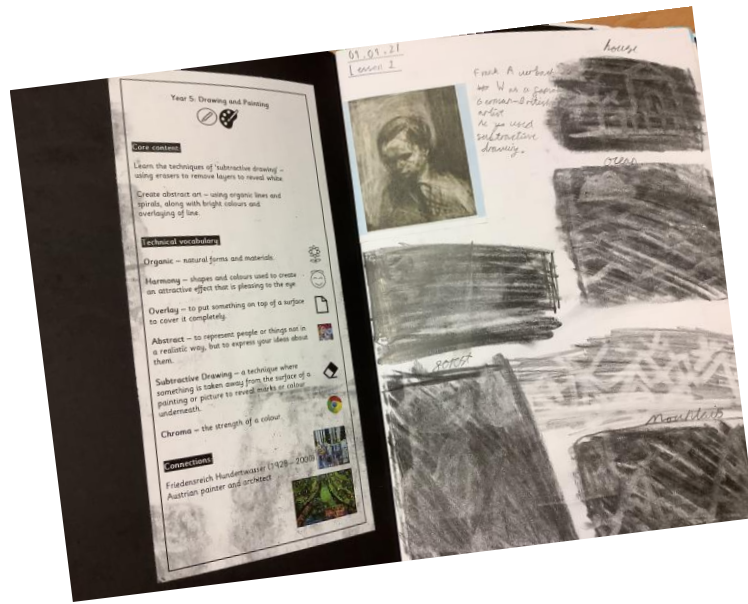
# IMPACT



# Year 4



## Year 5



# Year 6

IMPACT

