



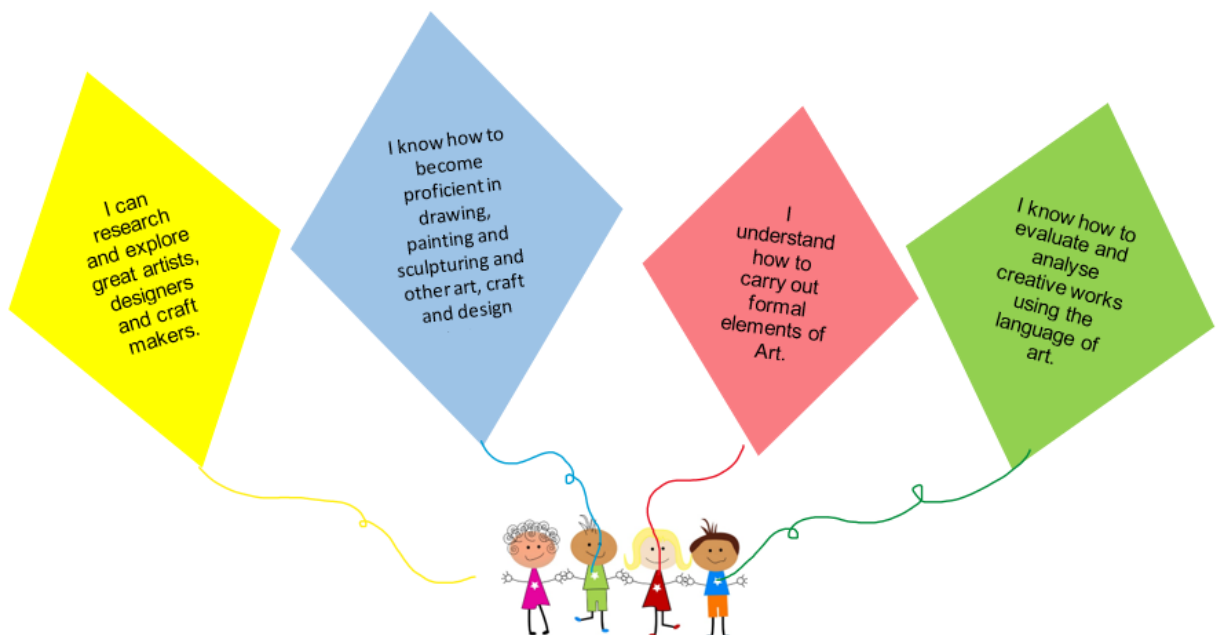
**BOWLING
GREEN
ACADEMY**

A Great Heights Academy Trust School

How to teach Art at Bowling Green Academy?

Art and Design Curriculum

Intent



Curriculum Overview

Art & Design Unit Focus Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing (Piet Mondrian, Kandinsky)		Painting (Piet Mondrian)		Collage (Henri Matisse)	
Year 2	Drawing (Elizabeth Blackadder, Karl Blossfeldt) Sculpture (Paul Cummins, Is it cake? (TV))		Painting (Monet, Georgia O'Keefe, Van Gogh)		Printing (Indian Block Printing)	
Year 3	Drawing (Katy Lipscomb) Painting (Steven Brown, Corey Barksdale)		Printing		Collage (Megan Coyle)	
Year 4	Drawing (David Hockney, Roger Davies)		Painting (Ashley Jackson, Trevor Stubley)		Sculpture (Yorkshire Sculpture Park, Henry Moore, Barbara Hepworth)	
Year 5	Drawing (Iman Joy El Shami-Mader) Painting (Ivan Belikov)		Sculpture (Medieval Art)		Collage (Chimera)	
Year 6	Drawing – People (Edgar Degas)		Painting (Antonio Colomboni)		Printing (Roy Lichtenstein)	

Art at Bowling Green is taught in Autumn 1, Spring 1 and Summer 1. Art and Design is alternated with DT on a half-termly basis and is taught as a discrete curriculum subject. We have a bespoke curriculum that has been planned to expose children to a range of key artists, as well as, build upon drawing, painting, collage, sculpture and printing in a progressive nature throughout their time at Bowling Green whilst meeting and exceeding the expectations of the National Curriculum.

In Early Years, teachers adopt a text-led approach and the long term plan is formulated based on 3 overarching topics: who am I?, what am I?, where am I?. Art is covered under the Expressive Arts and Design part of development matters. These objectives form carefully planned formal and play-based activities.

The Art Curriculum has unit by unit and year group by year group knowledge organisers that contain the subject components which should be used to inform medium-term and short-term planning of the unit. It contains the key knowledge, content and vocabulary that the children should be taught in their lessons. This document can be found on staff shared and an example is shown below:

Art and Design - Year 1 - Shape - Collage - Knowledge Organiser



What should I already know?

- I can manipulate materials to achieve a planned effect.
- I can cut and tear different materials and use glue or Sellotape to join.

Vocabulary

Cut	Remove something from something larger by using a sharp implement.
Join	Link, connect...
Tear	Pull something apart with force.
Shapes	The external form, contours, or outline of someone or something.
Colour	What is produced when light, striking an object is reflected to the eye.

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.

Resources:- Coloured paper, different types of materials, glue, the snail outline.

Key Artists



Final Piece:
Collage based on Henri Matisse, The Snail.

What will I know by the end?

- Use a combination of materials that are cut, torn and glued to create an image.
- Sort and arrange materials to create an image.
- Talk about my colour choices.

Assessment

Can I use combination of materials that are cut, torn and glued to create an image?	WT	A
Can I sort and arrange materials to create an image?	WT	A
Can I talk about my colour choices?	WT	A

Next Steps:

Lesson sequence

Art lessons at Bowling Green should follow a similar pattern in both Key stage one and Key stage two. The first lesson of every unit will introduce children to a key artist and allow the children to evaluate their work, this could be in sketchbooks or on seesaw. The final lesson of every unit will allow the children to evaluate their own work and compare this to the key artist from the unit, again this could be in their sketchbook or on seesaw.

In each lesson, to enable children to meet the intent of the subject and learn more and remember more flashbacks, sharing of learning objectives and introduction of key vocabulary should take place at the start of each lesson. The example lesson plan below shows what an art lesson should contain.

Starter – flashback five on previously covered content and subject specific key learning.

LO introduction. - Make sure LO is child friendly.

Vocabulary introduction – introduce vocabulary and definitions for the lesson's key vocabulary. Put vocabulary into context.

Content introduction – In this section the main skill of the lesson should be explored, discussed and modelled. Teachers may model the skill if confident or well researched YouTube videos may be used. Discussions should be child focussed and allow them to ask any questions. Any misconceptions need to be addressed during this stage.

Tasks – During this stage children should be working in groups, pairs or individually on a task which allows the children to practice the key skill of that lesson. Tasks can be completed directly into sketchbooks or onto small pieces of paper. Each skill must be evidenced in the child's sketchbook.

Assessment Strategies

In Art, introducing children to key artists and how these artists have shaped the world of art today, as well as, allowing children to evaluate this work (what do they like/not like) and then comparing this to the work they create are a fundamental part of our curriculum. Core skills (Painting, Printing, Drawing and Sculpture) are explored, revisited and built upon throughout the children's time at Bowling Green.

Children receive regular retrieval practice, such as Flashbacks, that allow a teacher to assess children's understanding from recent and previous learning, during these flashbacks children are expected to use vocabulary from previous year groups where appropriate. Units of Work have key skills broken down into small steps that teachers assess children's artistic abilities alongside final pieces. Further examples of assessment across our Art curriculum include:-

- ✚ Open Ended Questioning – Why do you prefer this piece of art work compared to this piece? What is it about your work that you prefer over the work of Piet Mondrian?
- ✚ Children have time to reflect – at the end of each unit children are asked to compare their work to the work of the key artist for that unit. Children are also asked to think about what they would improve if they carried out their final pieces again.
- ✚ Think-pair-share – children get the opportunity to share their opinions and ideas.
- ✚ Observing
- ✚ Self-Assessment – children get the opportunity to assess their final piece, and decide if there is anything they would do differently if they did the same piece of work again.

Inclusion

What knowledge must learners acquire?

- 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
- 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.

Strategies to support learners:

- Scaffolded work
- Additional support from adult/peers
 - Checklist of learning steps.
 - Modelling
 - Visual aids
 - Modelling using YouTube videos

Where is vocabulary and language explicitly taught?

Within each lesson, key words are referred to and discussed, highlighted and reinforced throughout each unit of work.

Key words are displayed and referred to – expectation that these will be spelt correctly (largely and age-appropriate).

Strategies to support learners include:

- Memory activities
- Waiting/processing time
- Uncluttered tasks
- Use of high quality waggolls
- Modelling

What does progression look like?

For each pupil with SEND, progression will look different depending upon their individual learning and development needs.

All pupils will be

- Repetition of key learning points.
- Clear language
- Differentiated scaffolded and extended work to ensure all children are challenged.

Seesaw

Teachers should plan for effective use of seesaw in Art lessons where appropriate. Some examples of the use of seesaw within art lessons are:-

David Hockney

Filling in September
Can I learn about and evaluate the work of David Hockney?

DAVID HOCKNEY IS A PHOTOGRAPHER)

HE HAS A CONDITION CALLED SYNAEESTHESIA

HE IS FAMOUS

HE IS 86YRS OLD

HIS FIRST PICTURE WAS HIS PARENTS

HE USED SKETCHING, POP ART, PHOTOGRAPHY AND PHOTOMONTAGE

HE MADE A FAMOUS PICTURE CALLED THE THE SPLASH.

Small text: David Hockney, made by My Name is David Hockney 2021, David Hockney

Small text: Drawing: The challenge of making your pencil lines in a bit of a line. Drawing with using some pencil lines. Copy drawing: Make an oval with something in the middle. Name: The job, appearance, or something of a person or a subject. Pronoun: a noun, noun or number and used in comparison with a subject.

Can I evaluate the work of Mondrian and Kandinsky?
08.09.2023

"I love the triangles"

"I don't really like the circles, they look like splodges and aren't very neat"

"I really like the colours, it's very bright"

I have drawn a face step by step so first we started with a large eye and we made it by doing a oval shape. Then we drew a little tear duct at the side then, we drew an iris and a pupil and where the light shines on the eye, next we drew the eyelashes and we made them by doing little lines above the eyes next time I will improve it by putting more shadow on the eyelids.

Then, we made a nose and we drew one large circle and then two small ones. One on each side of the large one and we drew up from them and it looked like a nose then we did some shading around the nose and mine looked really good.

Then, we made some lips by making another oval shape with a horizontal line through the middle then, we put in some lines on the lips to give them a realistic effect then we sketched some shadows around the lips and we left a little white spot in the centre to make an impression of reflection and light.

Lastly, we drew eyebrows by making the shape of an eyebrow and then we did individual different lines to make an impression of little hairs on the eyebrows.

My work is similar to Edgar Degas work because I used a variety of pencils and it is a similar style.

I love my eye because I put a lot of effort into it and I think it is really good and even my friends think it's really good.

I have drawn a face which shows reflection (so were the shadow is) and it mostly shows proportion

Resources