

# Victoria Dock Primary School

## Art Curriculum Overview



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# The Curriculum – Our Approach

## Victoria Dock Curriculum – Ambition for All

At Victoria Dock Primary School, we celebrate our rich, multicultural school community through a purposeful and progressive curriculum. Throughout their school journey, our children experience drivers of



Our curriculum is designed to provide a broad and balanced education that meets the needs of each and every one of our pupils. The children are provided with a breadth of learning opportunities, which encourage them to explore and exercise their creativity by growing and developing into enthusiastic and highly motivated learners.

At Victoria Dock Primary School, we acknowledge the importance of developing the whole child instead of solely preparing for academic success. Our curriculum offers excellent opportunities for each child to explore and exercise their passions for sport, music, acting, artistic flair, business and enterprise and much more. These activities are shared regularly with parents, carers and visitors through performances, workshops, exhibitions and assemblies. We consider our local community to be of paramount importance. We believe it is invaluable to educate the children about the area in which they live and learn and to build a sense of pride in our local community.

In addition, we offer the opportunity for children to make a highly influential and tangible contribution to the daily life of the school and the wider community through involvement in our School Council or our Buddy Teams.

# Victoria Dock Primary School

## Curriculum Drivers

### Aspiration

- \* Use prior knowledge as a springboard for new learning
  - \* Resilience and perseverance
- \* Listen and learn from others
  - \* Leadership skills
- \* Appreciate and use local knowledge
- \* Recognise success for all



### Collaboration

- \* Everyone's contribution has value and worth
  - \* Build and maintain healthy relationships with others
- \* Encourage respect and the opinion of others
- \* Confidence in our own voices
- \* Leadership and group work



### Community

- \* Understand and accept differences
  - \* Tolerance
- \* Appreciate the uniqueness of others
  - \* Compassion
- \* Celebrate equality and diversity



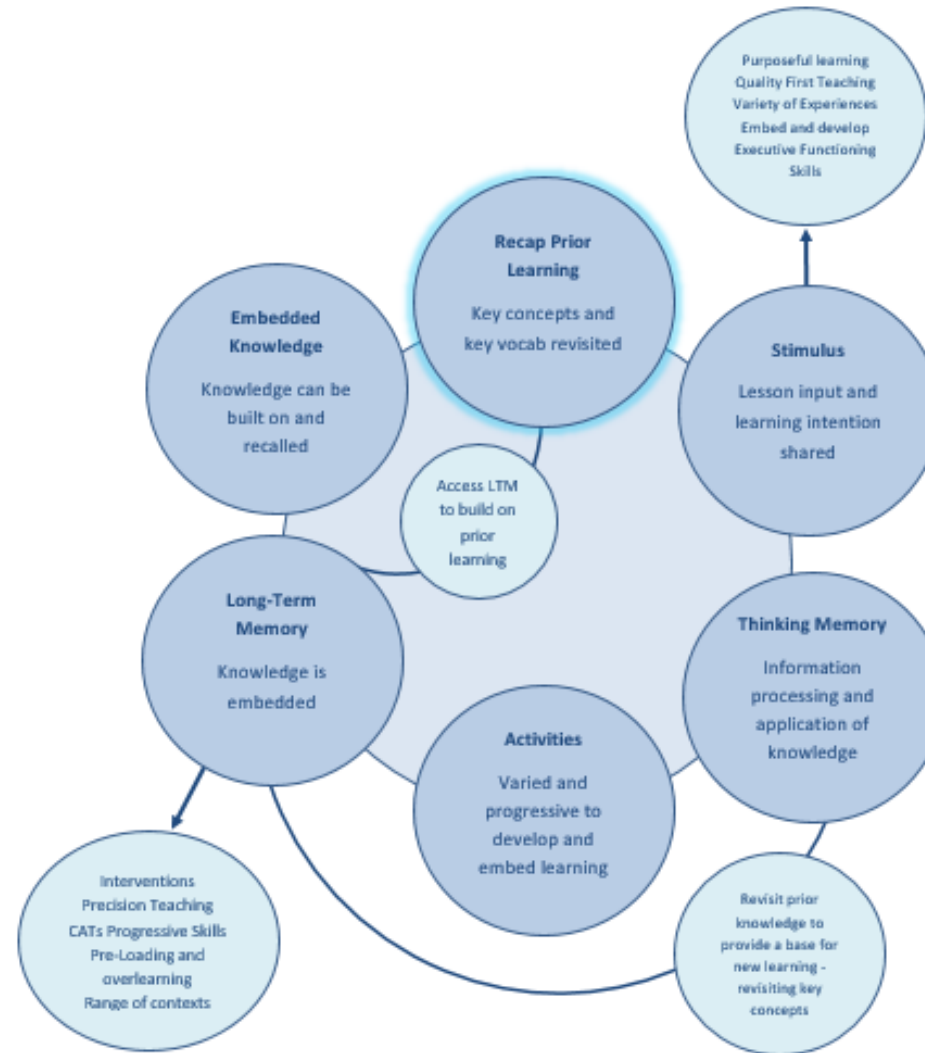
### Enrichment

- \* Celebrate and embrace talent
  - \* Appreciate the Arts
    - \* Broaden life skills
- \* Have the confidence to learn new and unfamiliar things
- \* Ensure visits and visitors enhance learning







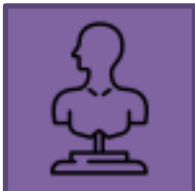

# Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model', which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.



## Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Art and Design					
					
Knowledge of artists and designers	Exploring and developing ideas	Drawing	Painting	Mixed media & 3D	Evaluating
		Making skills			

## Second Order Concepts

Second order concepts are fundamental knowledge and skills, which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
<b>Art</b>	Significant artists, works of art and art movements.	Comparing works of art and artistic styles. Identifying common features and different approaches		How art has changed over time		Using artistic terminology, evaluating, creative expression, giving opinions, presenting	Visits to galleries, exhibitions, sculptures etc... Investigating art in different places and contexts

## Key concepts (Big Ideas) in ART and DESIGN

Pupils' **theoretical knowledge** will be developed through the study of artists and designers, looking at the history of art and how artists have expressed ideas using different materials and processes. As they move through the school, they will build their **practical knowledge** through the making skills of drawing, painting and mixed media, developing ideas through sketchbooks and applying their knowledge to their artwork. Pupils' **disciplinary knowledge** will be developed by studying the work of traditional, modern and contemporary artists, evaluating and commenting on what is valid and of quality.

### Knowledge of artists and designers



Pupils will develop an understanding of the history of art. They will study how different artists have applied the component knowledge of different materials and processes to communicate ideas and how this has changed over time. Pupils will learn about significant artists, pieces of artwork and artistic movements.

### Exploring and developing ideas



Pupils will use their developing knowledge of art to explore their ideas in different ways, including through sketchbooks; becoming more confident in experimenting, creating and refining their work. They will learn to demonstrate fluency, experimentation and authenticity in the art they learn about and produce

- **Fluency:** Pupils learn to recall the component knowledge and to become more proficient in a range of methods and techniques
- **Experimentation:** Pupils develop the knowledge of methods, materials and processes to be able to try out ideas and make informed choices
- **Authenticity:** Pupils develop secure knowledge in the making skills below and learn how to use these to communicate their ideas through art

### Making skills: Drawing, painting, mixed media and 3D



Pupils will learn the practical knowledge they need and learn how to apply this to their own work with increasing proficiency. By building their knowledge of drawing, painting and a wider range of media including sculpture, they will learn about and apply a range of practical knowledge to different projects.



They will develop their knowledge of

- **Methods and techniques**, such as shading, printing or collage
- **Media and materials**, including pencil, pen, paper, wire, clay and paint
- **Formal elements** of line, tone, shape, colour, form, pattern and texture







































### Evaluating



















Pupils will look at the work of artists as examples of experts at work, including art from different times and in different forms. They will learn to understand art as a discipline so they can answer questions such as, 'What is art?' 'What counts as art?' 'What makes an artist?' by developing an understanding of what is valid and of quality. They will learn how to evaluate and appreciate how different artists have represented ideas in different ways through different media or periods in art e.g.: looking at how different artists have represented the same theme in different ways.

## Art Key Concepts Year Group Mapping – Cycle A




	Autumn	Spring	Summer
EYFS	In EYFS, pupils are taught Art through the strands of Expressive Arts and Physical Development. Throughout the year, pupils will be taught portraits, drawing, colour mixing, painting, and sculpture.		
Years 1 and 2 (year 1)		<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Drawing and Painting y1</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div>	<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Sculpture and Craft y1</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div>
Years 3 and 4 (year 3)		<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Drawing and Painting y3</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div>	<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Sculpture and Craft y3</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div>
Year 5		<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Drawing and Painting</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div>	<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Sculpture and Craft</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div>
Year 6		<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Drawing and Painting</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div>	<p style="text-align: center;">Knowledge, Exploring and Evaluating</p> <div style="display: flex; justify-content: center; gap: 10px;">    </div> <p style="text-align: center;">Sculpture and Craft</p> <div style="display: flex; justify-content: center; gap: 10px;">  </div>



## Science Key Concepts Year Group Mapping – Cycle B




	Autumn	Spring	Summer
EYFS	In EYFS, pupils are taught Art through the strands of Expressive Arts and Physical Development. Throughout the year, pupils will be taught portraits, drawing, colour mixing, painting, and sculpture.		
Years 1 and 2 (year 2)		Knowledge, Exploring and Evaluating  Drawing and Painting y2 	Knowledge, Exploring and Evaluating  Sculpture and Craft y2 
Years 3 and 4 (year 4)		Knowledge, Exploring and Evaluating  Drawing and Painting y4 	Knowledge, Exploring and Evaluating  Sculpture and Craft y4 
Year 5		Knowledge, Exploring and Evaluating  Drawing and Painting 	Knowledge, Exploring and Evaluating  Sculpture and Craft 
Year 6		Knowledge, Exploring and Evaluating  Drawing and Painting 	Knowledge, Exploring and Evaluating  Sculpture and Craft 




## Practical –Domains of Knowledge

Specialisms	Media and materials	Methods and techniques		
<b>Drawing</b> 	Graphite Pen (2b, 4b, 6b, 2h) Eraser Coloured pencils Brush & Ink Charcoal, Chalk Oil Pastel Soft Pastel Crayon	Line quality, Mark Making, hatching, cross hatching, scribble, stippling, blending, shading, sketching, enlarging, reducing, collage, primary and secondary observational drawing, layering, gridding, view finder, primary and secondary observation, blind drawing		
<b>Painting</b> 	<table border="1"> <tr> <td>                             Watercolour (pan &amp; tube)                              Acrylic                              Gouache,                              Tempera,                              Oils                         </td> <td>                             Papers                              Brushes                              Palette knife                              Rollers                              Sponges                         </td> </tr> </table>	Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils	Papers Brushes Palette knife Rollers Sponges	Under painting, blocking in, wet on wet, building up, dry brushing, s'graffito, washes, underpainting, glazing, stippling, dabbing, palette, wax resist
Watercolour (pan & tube) Acrylic Gouache, Tempera, Oils	Papers Brushes Palette knife Rollers Sponges			
<b>Sculpture</b> 	Clay Card & cardboard Plaster Wax Wood Textiles	Modelling, carving, fixing or joining materials such as card, metals and plastics, using processes such as soldering, brazing, welding, gluing,		

## Formal elements of art and design

Visual tools that the artist uses to create a composition	
<b>Line</b>	A line is the path left by a moving point
<b>Shape</b>	A shape is an area enclosed by a line
<b>Form</b>	Form is a 3D shape such as a sphere, cube or cone
<b>Tone</b>	Tone means the lightness and darkness of something
<b>Colour</b>	Three primary colours: Red, blue and yellow. By mixing two primary colours you get secondary colour: orange, green and purple
<b>Texture</b>	Texture is the surface quality of something, the way something feels or looks like it feels
<b>Pattern</b>	A pattern is the design that is created by repeating other formal elements eg: line, shape, colours

Knowledge and skills sequencing		ART and DESIGN					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Knowledge of artists and designers</b> 	I can give simple opinions about the work of an artist or designer	I am able to give my opinion about the work of other artists  I can say something about the style of an artist or designer	I can describe the similarities and differences between pieces of work by other artists  I can recognise some of the styles of artists and designers and use these ideas to inform my own work	I am able to research and appraise work of artists and designers and show their influences in my work	I have an understanding of significant artists throughout history and am able to link my work to them  I can explain the historical or cultural significance of the work of a chosen artist or art form	I can research and develop the techniques of great artists and designers and apply this in my own work  I am able to critically analyse the work of artists, architects and designers throughout history  I can explain how an idea or theme has been communicated through different forms and styles	
<b>Exploring and developing ideas</b> 	I can safely use and explore a variety of materials, tools and techniques to create my own artwork	I can create a piece of art from either imagination or as a response to an experience  I can talk about the choices of tools, materials and media I have used  I can use sketchbooks through teacher modelling to record thoughts and ideas and to experiment with materials	I can develop and record my ideas through painting, drawing and sculpture in response to first hand observations and experiences  I can take inspiration from an artist to develop my own artwork  I am showing confidence when working creatively	I use my sketchbook to experiment with techniques used by studied artists  I am able to talk about my artistic intention and how I want my audience to feel or think  I show confidence and independence when working creatively  I can use sketchbooks to generate ideas and record thoughts and observations and make records of visual experiments  I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique	I can investigate different starting points for my work and choose which idea to develop further  I can produce personal and imaginative responses to a theme  I can explain how I am developing and refining ideas using language appropriate to the chosen style of art  I record my thoughts and ideas in a sketchbook to develop and refine techniques, including some annotations  I can use my sketchbook to record experiments with media and to try out new techniques and processes		
<b>Making skills: Drawing</b> 	I can explore mark making in different ways with a variety of different tools	I can explore mark making, experiment with drawing lines and using 2D shapes to draw	I can explore drawing techniques and begin to apply tone to show form  I am developing skill and control with different drawing materials	I can draw from direct observation, applying shapes and some tonal shading when drawing  I can develop my drawing techniques using different media  I show an understanding of geometry and proportion in my drawings	I can use and apply my knowledge of a range of methods and techniques to communicate my ideas through drawing  I can draw using precision, perspective and detail		

<p><b>Making skills:</b> <b>Painting</b></p> 	<p>I can explore making patterns, shapes and pictures using paints</p> <p>I can experiment with mixing colours</p>	<p>I am developing skill and control when using paint</p> <p>I can use my knowledge of colour theory to help communicate my ideas through paint</p>		<p>I can use some different media and materials to communicate my ideas through painting</p> <p>I can control brush strokes and apply tints and shades when painting</p>	<p>I can use and apply my knowledge of a range of methods and techniques to communicate my ideas through paint</p> <p>I can apply tonal techniques and more complex colour theory to my own work</p>
<p><b>Making skills:</b> <b>Mixed media and sculpture</b></p> 	<p>I can explore using different materials to create texture or shape</p>	<p>I can manipulate a range of materials and use techniques such as clay-etching, printing and collage</p>	<p>I can use a range of materials to design and make a product using craft, weaving, printmaking, sculpture and clay</p>	<p>I can use a range of materials and techniques such as sewing, weaving, printmaking, sculpture, clay to communicate my ideas</p>	<p>I can use and apply my knowledge of a range of methods and techniques to communicate my ideas through a range of media in 2D and 3D form</p>
<p><b>Evaluating</b></p> 	<p>I can say what I like or don't like about my artwork</p>	<p>I can describe some of the art and design techniques I have used in my work</p> <p>I can talk about the features I like in a piece of artwork, including my own and what I might change in my own work</p>	<p>I can talk in more detail about the techniques and materials used in my own work and the work of others</p> <p>I can describe how I changed or adapted my work for a specific purpose</p>	<p>I can compare ideas, methods and approaches used in my own artwork and the work of others</p> <p>I can use appropriate vocabulary to talk about details of the work</p>	<p>I can explain how an idea or theme has been represented in different ways through art</p> <p>I can use language specific to a range of techniques to evaluate my own work and the work of other artists</p>

Knowledge and skills sequencing		ART and DESIGN – The Formal Elements (Taught through the units above)					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Line</b>	I can hold and use a pencil, pen, etc. effectively	I can use, express and experiment with line for purpose  I can use appropriate language to describe lines	I can draw lines with increased skill and confidence  I can use line for expression when drawing portraits	I can express and describe organic and geometric forms through different types of line	I can demonstrate scale and proportion when drawing e.g. use the basic body proportion technique  I can apply symmetry to draw accurate shapes  I can analyse and describe how artists use line in their work	I can create a detailed observational drawing demonstrating scale and proportion e.g. a detailed drawing of an eye or a detailed drawing of a moving object  I can apply expression using techniques I have learned when using line	I demonstrate a wide range of sketching techniques e.g. hatching, cross hatching and stippling etc. within experimentation or final piece  I can demonstrate greater skill and control when using lines  I can study and apply the techniques of other artists
<b>Shape</b>	I can identify, describe and use simple shapes including those from the natural world for a purpose	I can identify, describe and use shape for purpose	I can compose geometric designs by adapting the work of other artists to suit my own ideas	I can identify, draw and label shapes within images and objects  I can create and form shapes from 3D materials	I can create geometric compositions using mathematical shapes  I can analyse and describe the use of shape in artists' work	I can compose original designs by adapting and synthesising the work of others  I can analyse and evaluate artists' use of shape	I can fluently sketch key shapes and objects when drawing  I can create abstract compositions using knowledge of other artists' work
<b>Form</b>	I can explore materials and joining techniques	I can create a simple form through making sculpture  I can use simple language to describe form and space	I can draw lines with increased skill and confidence  I can use line for expression when drawing portraits	I can further develop my ability to describe a 3D form in a range of materials, including drawing	I can further develop my ability to describe and model form in 3D using a range of materials  I can analyse and describe how artists use and apply form in their work	I can extend my ability to describe and model form in 3D using a range of materials	I can express and articulate an idea through sculpture  I can analyse and study artists' use of form to communicate an idea or theme

<b>Tone</b>	I can talk about light and dark colours	I can understand what tone is and how to apply this to my own work	I can experiment with pencils to create tone and use tone to create form when drawing	I can develop skill and control when using tone and use simple shading rules	I can use a variety of tones to create different effects  I can understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work	I can develop an increasing sophistication when using tone to describe objects when drawing and analyse artists' use of tone	I can use tone to describe light and shade, contrast, highlight and shadow and manipulate tone for halo and chiaroscuro techniques
<b>Colour</b>	I can name and choose colours for a specific purpose	I can mix the primary colours and know how to mix them to create secondary colours  I can create shades of a colour and choose and justify colours for purpose	I can mix, apply and refine and describe colour mixing for purpose using wet and dry media	I can mix, apply colour using natural pigments  I can use aspects of colour such as tints and shades for different purposes	I can analyse and describe colour and painting techniques in artists work  I can manipulate colour for print	I can select and mix colours to depict thoughts and feelings	I can mix and apply colours to represent still life objects from observations  I can use my detailed knowledge of colour to communicate ideas and emotions in my artwork
<b>Texture</b>	I can investigate materials including those in the natural world	I can use materials to create textures	I can describe different textures  I can select appropriate materials to create textures	I can analyse and describe texture with artists' work	I can use a range of materials to express different texture for effect	I can develop an understanding of texture through practical making activities	I understand how artists manipulate materials to create texture
<b>Pattern</b>	I can make a simple repeating pattern following the SSM progression trajectory (AB, ABC, ABB, etc.)	I can understand patterns in nature and design and make patterns in a range of materials	I can demonstrate a range of techniques to make repeating and non-repeating patterns  I can identify natural and man-made patterns and create patterns of my own	I can construct a variety of patterns through craft materials to further develop my understanding of pattern	I can create original designs for patterns using geometric repeating shapes  I can analyse and describe how other artists' use pattern	I can construct patterns through various methods	I can represent feelings and emotions through patterns  I can create sophisticated artwork using my knowledge of pattern