



Pegasus Primary School
The best in everyone™
Part of United Learning



Orchard Meadow Primary School
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Art & Design Curriculum

Curriculum Intent Statement

At Orchard Meadow pupils will explicitly develop the knowledge, understanding and skills to be an artist. This is done progressively through an approach that explores the work of real artists - contemporary and historical- and that links to pupils' real lives and experiences through our values.

Teaching has three main strands:











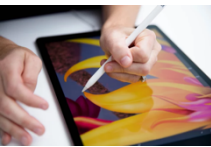

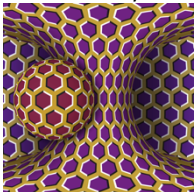
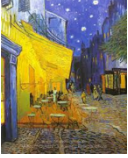

1. To take inspiration from the greats;
2. To develop ideas and communicate them visually;
3. To master techniques and artistic skills in a range of visual arts forms.

Our core Art curriculum builds the knowledge and progressive skills for children to experiment, invent and create their own works of art, craft and design. Throughout the key stages, children explore the work of different artists and genres before manipulating and creating their own pieces using key artistic skills in a variety of 2D and 3D media.



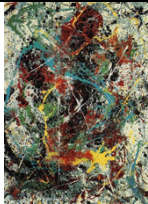






We aim to foster pupils' cultural capital through exposure to great art that inspires and challenges so pupils understand the role art can play in society and to create change.

Key driver	Outcome	Enquiry Q
Respect	Art: I show respect to myself and others by using considered and constructively critics with the idea to help and support.	What is the best way to give feedback to yourself and others?
Determination	Art: I have the perseverance to continue with my work to the end. I understand that in the creative process there will be days when I feel less creative than others, but I know perseverance will pay off.	How do I keep my self motivated and on track, can I help others to do the same?
Creativity	Art: I will take inspirations from the greats and use this to develop my own ideas. I will use the skills available to me to implement these in my own unique way knowing there is not a right answer in art.	How do I know when I am done? What could help me decide this?
Confidence	Art: I will present and exhibit my work with pride, I will be able to present it in confidence and talk about why I did certain marks or colours in relation to the artists we have been studying and my own creativity.	How do I communicate my concepts to others?
Enthusiasm	Art: I will come into every lesson with an open mind ready to learn. I will actively engage with the art history we have learnt with the idea to use this later in my own work. I will bring my own ideas and inspirations to share from my own experiences.	How do I show that I am an artist ready to create?
Ambition	Art: I show respect to myself and others by using considered and constructively critics with the idea to help and support.	What is the best way to give feedback to yourself and others?

Whole school summary

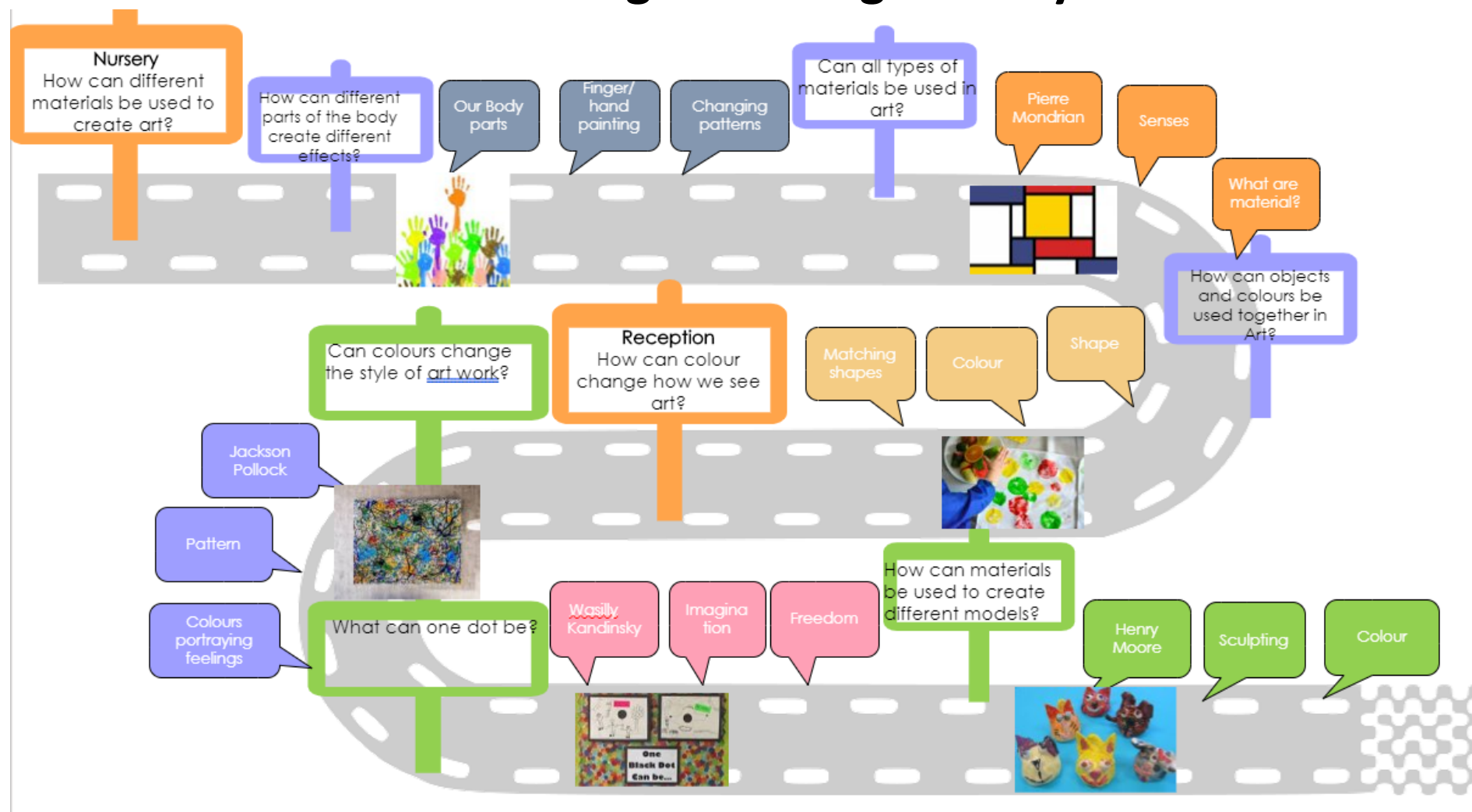
	Autumn	Spring	Summer
Nursery	How can different materials be used to create art?		
	How can different parts of the body create different effects? 	Can all types of materials be used in art? 	How can objects and colours be used together in Art? 
Reception	How can colour change how we see art?		
	Can colours change the style of art work? 	What can one dot can be? 	How can materials be used to create different models? 
Year 1	How can emotions be portrayed through art?		
	Can natural resources be used to create art? 	How can different feelings been shown through abstract collage? 	How can different moods be shown through portraits? 
Year 2	How do artist respond to environmental issues?		
	How can we use weather as a process to create art? 	Can technology be used to create art? 	How can the use of unnatural resources help our environment? 
Year 3	How do people tell stories in art?		
	Do we all see things in the same way? 	Can you create mood/feelings using different drawing/painting techniques? 	Has art changed? 
	How does art mirror society?		

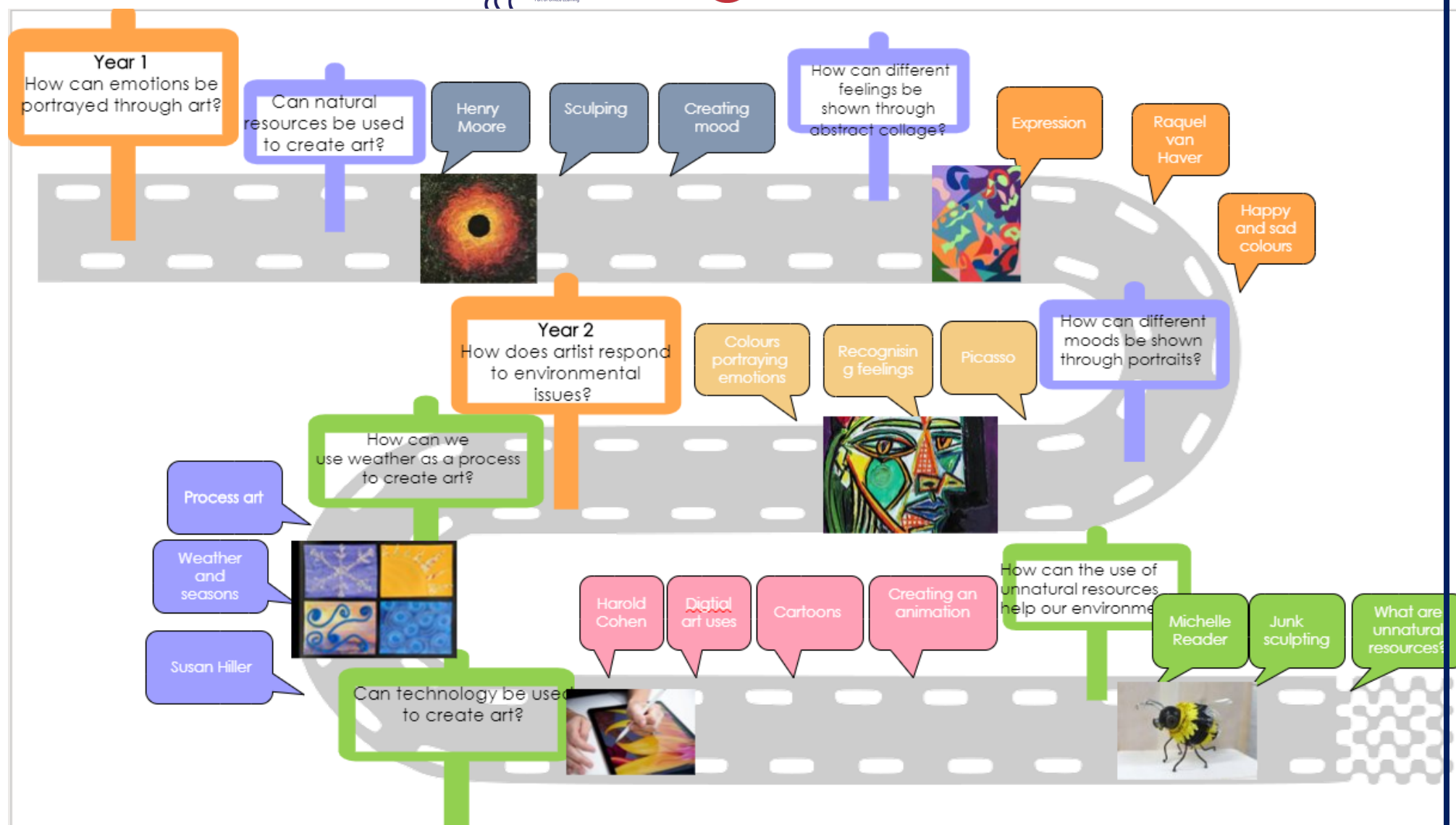


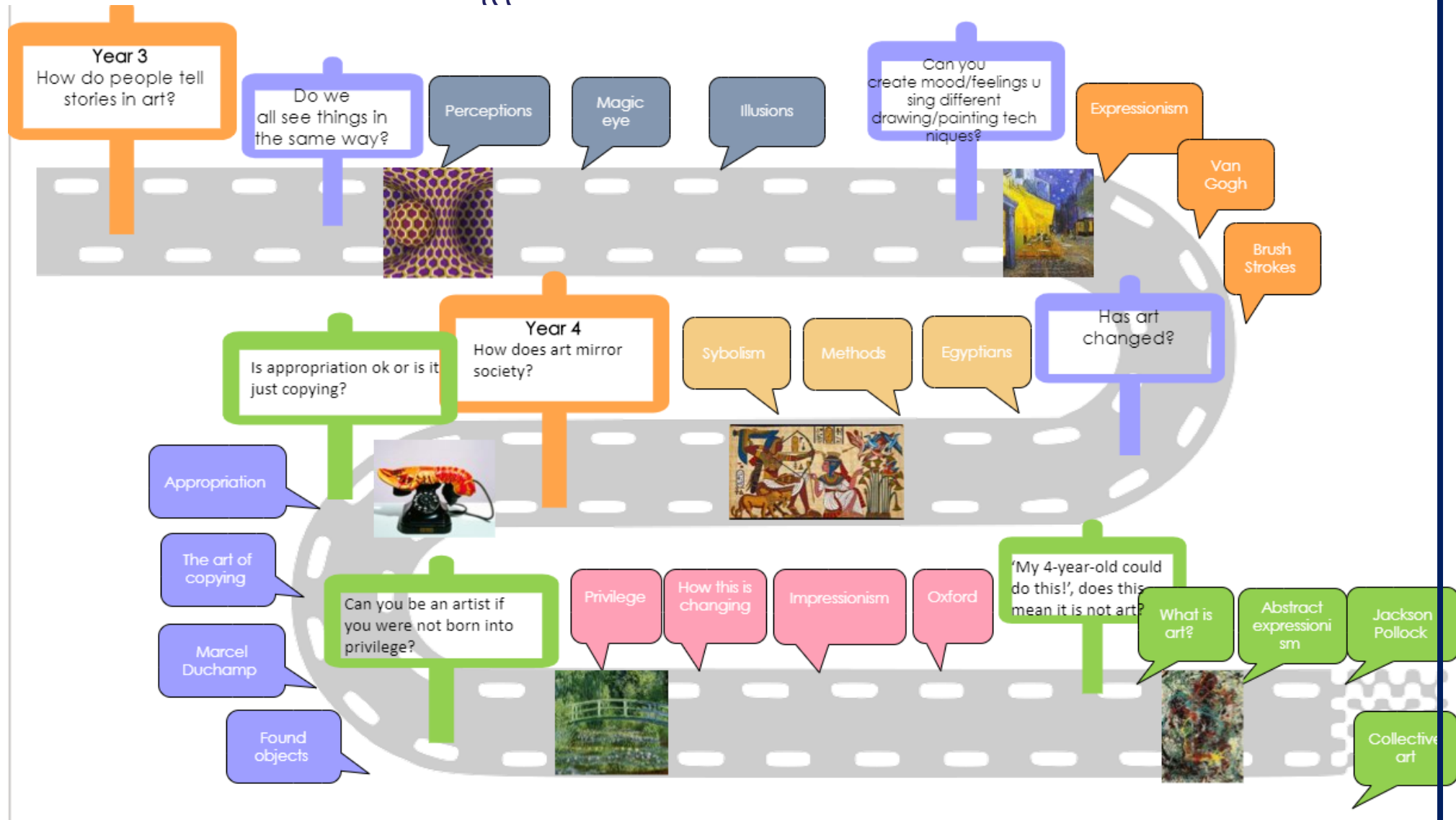
<p>Year 4</p>	<p>Is appropriation ok or is it just copying?</p> 	<p>Can you be an artist if you were not born into privilege?</p> 	<p>'My 4-year-old could do this!',' does this mean it is not art?</p> 
<p>Year 5</p>	<p>How is self-identification is portrayed by artists?</p>		
<p>Do we all see colour in the same way?</p>		<p>Is your inner monologue more critical than not?</p> 	<p>Do you truly know what you look like?</p> 
<p>Year 6</p>	<p>How has art inspired social change?</p>		
<p>How can war be portrayed?</p> 	<p>Do you have to be a white male in order to be classified as an artist?</p> 	<p>But I'm a man, how could I be a feminist?</p> 	

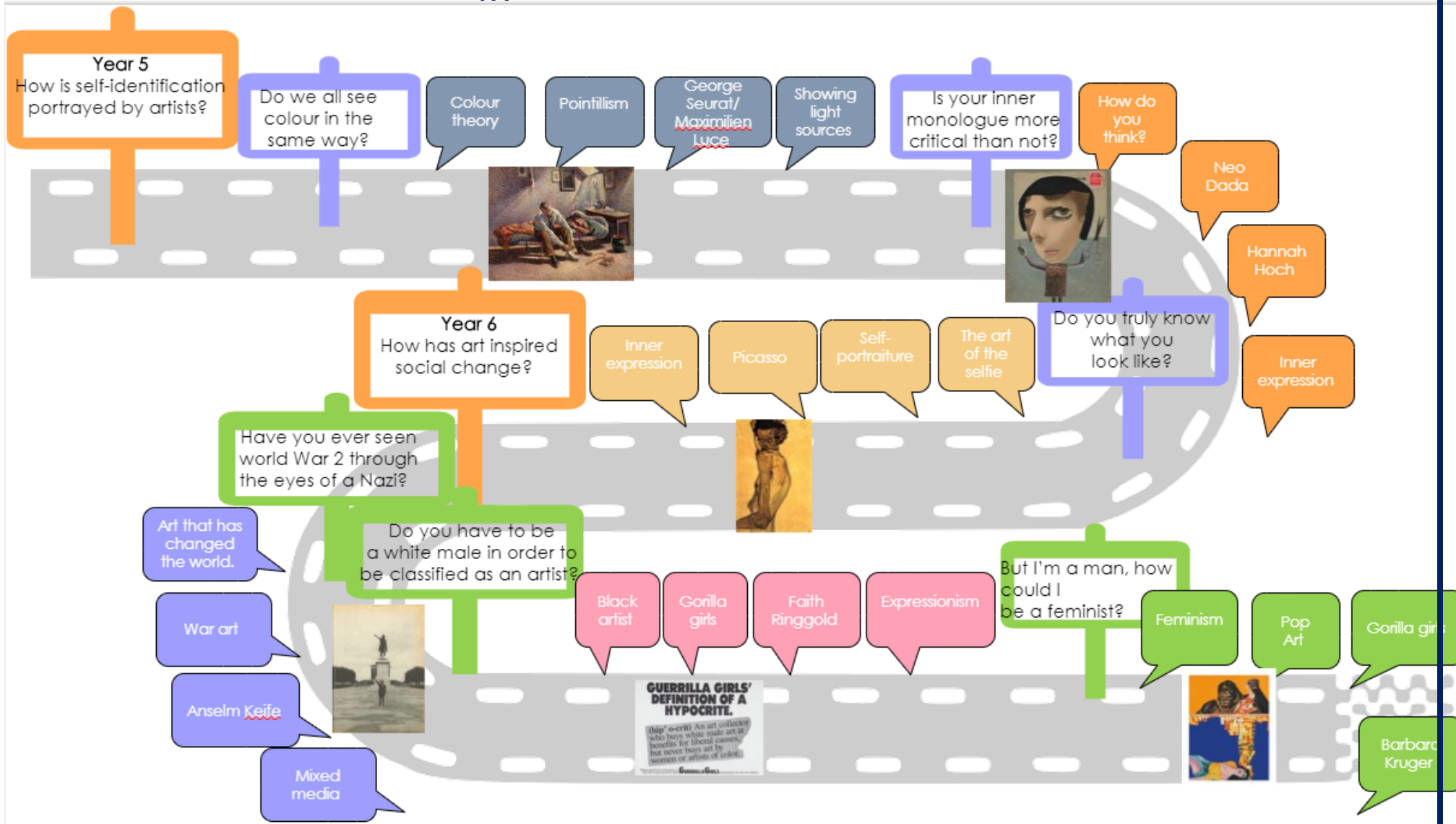


Art & Design Learning Journey









Appendix 1: Knowledge organiser example

Year 4: Autumn

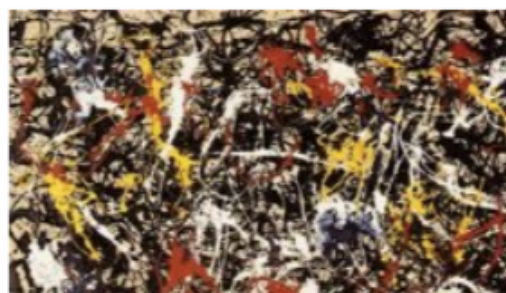
Art Knowledge Organiser

Outcome: Abstract painting

Inspiration
Joan Miró was a Spanish painter, sculptor, and ceramicist born in Barcelona.
Paul Jackson Pollock was an American painter and a major figure in the abstract expressionist movement. He was widely noticed for his technique of pouring or splashing liquid household paint onto a horizontal surface, enabling him to view and paint his canvases from all angles.

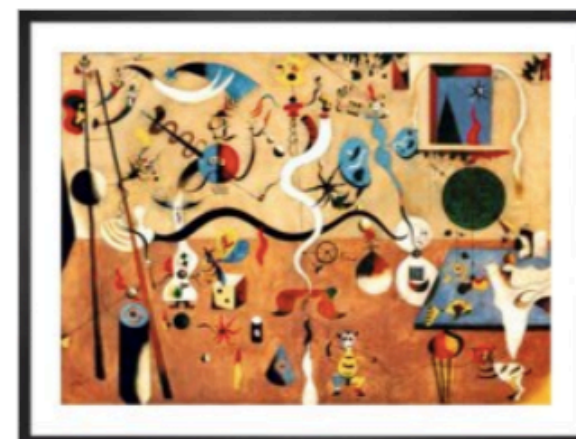


Develop ideas
What is modern art? Do you like it?
What do you think the modern art piece above is about?



Skills learnt
Through the creating of an abstract expression the children will have to reflect on their previous learning of key artistic skills such as: Composition Colour theory <ul style="list-style-type: none"> Contrasting Complementary Painting Sketching

Key Vocabulary	
Blending	to mix smoothly and inseparably together
Expression	the action of making known one's thoughts or feelings.
Composition	the arrangement of elements within a work of art
Rhythm	is the repetition of shapes, lines and forms.
Texture	is how the surface of something feels or looks.



Appendix 2: 5C unit plan example

Theme read:
Sunday with Seurat by Julian Merberg;
The Proudest Blue by Ibtihaj
Muhammad;

Key Vocabulary: contemporary,
process art, abstract expressionism.

Year 5 (Autumn): Enquiry Question

Do we all see colour in the same way?

Key driver: Enthusiasm

Key skills: Colour theory, pointillism

Year Enquiry: How is self-identification portrayed by artists?

Topics: Perspective, pointillism

Key artists: George Seurat, Maximilien Luce

Piece: Pointillism piece showing light source

Resources: Printouts, projector,
crayons, paints, collage materials,
pens, cameras

Pupil Pledge: invite parents to school
for a 'private view' exhibition of work

<p>Launch</p> <p>WALT: explore key artists work.</p> <p>Outcome: To discuss art theory.</p> <p>Chn to make their own notes and colour wheels in their books.</p>	<p>Lesson 2</p> <p>WALT: imitate a key artists work.</p> <p>Outcome: To make a segment study of famous pointillism painting showing light source.</p>	<p>Lesson 3</p> <p>WALT: to innovate own artwork inspired by the greats.</p> <p>Outcome: To create own pointillism piece through taking the photos, sketching then adding the dots.</p>	<p>Celebration</p> <p>Chn to make own frames to exhibit in the small hall.</p>
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Content: What will we learn? What are the core concepts?
How to show light source.
Key artists of pointillism
Colour theory

Coherence: How does this link to previous learning?
Everyone sees things differently (Y3 Autumn)

Creativity: How will we show we understand in multiple ways?
Open ended activity's giving the children to opportunity for unique discovery.

Compassion: What opportunities are there to teach compassion?
Everyone can infer and see things differently depending on their experiences- including colour.

Community: Visit to Oxford Museum of Modern Art

Year: 5	Year Enquiry: How is self-identification portrayed by artists?	
Term: Autumn	Topic question: Do we all see colour in the same way?	
Driver: Enthusiasm		
By the end of this unit I will understand the following core concepts: <ul style="list-style-type: none">• How colours are made• Complementary and contrasting colours• Pointillism techniques.		Deepening concepts <ul style="list-style-type: none">• How people see colours differently, but does it matter?
Art skill focus: Pointillism painting		
High quality outcome: Pointillism piece showing light source		
Vocabulary: Pointillism, divisionism, blending, juxtaposing, expression, composition, rhythm, variety, texture		
Stage 1 Artist study/ Narrative hook Explore core concepts/ movements; key vocabulary	Lesson 1 WALT: explore key artists work. Outcome: To discuss art theory. Chn to make their own notes and colour wheels in their books. Steps to Success: I can discuss colour theory. I can create a colour wheel with secondary colours. I can annotate this with wheel with complementary and contrasting colours. See notes!	
Stage 2 Reflect on core concepts, movements and artist ideals	Lesson 2 WALT: imitate a key artists work. Outcome: To make a segment study of famous pointillism painting showing light source. Steps to Success: I can discuss famous Pointillism artists. I can make an impersonation of a famous Pointillism piece. I can innovate it to my own style.	

<p>Stage 3</p> <p>Innovate own style inspired by artists, concepts and movements</p> <p>Group critic</p>	<p>Lesson 3</p> <p>WALT: to innovate own artwork inspired by the greats.</p> <p>Outcome: To create own pointillism piece through taking the photos, sketching then adding the dots.</p> <p>Steps to Success:</p> <p>I can talk about what inspires me to create my piece.</p> <p>I can create my own piece using my own photography.</p> <p>I can finish my piece with a critical eye.</p>
<p>Stage 4</p> <p>Celebration</p>	<p>Lesson 4</p> <p>Chn to make own frames to exhibit in the small hall.</p>