



How we teach Art & Design



This document outlines: the intent and rationale behind our Art & Design curriculum, how it is delivered it and how we measure pupil progress.

At Godmanchester Bridge Academy, the Art & Design curriculum is aligned with our school values:

Inspire	Enjoy	Achieve
Children use art from a variety of cultures, eras and perspectives to inspire their own outcomes. They learn about the world around them; locally and globally whilst developing their visual literacy.	Children explore and enjoy experimenting using a variety of media and through a range of disciplines including, drawing, painting, collage, printing and sculpture and photography.	Children develop creative and technical skills that enable them to interrogate the world around them and achieve success by fully expressing their own ideas and feelings.

At Godmanchester Bridge Academy we follow the Kapow Primary Art and Design scheme of work. This aims to inspire pupils and develop their confidence to experiment and invent their own works of art.

This scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history.

The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

At Godmanchester Bridge Academy we enrich the scheme of work by ensuring pupils explore a range of artists from demographics represented within our community. We also visit the local area for historical and local references to support the development of ideas and to personalise outcomes.



Implement

The Art & Design scheme of work is designed with five strands that run throughout. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern, colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.

Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture and 3D
- Craft and design

The Art & Design units cover each of the National Curriculum attainment targets as well as each of the strands. In addition to this, progression of knowledge and skills are embedded by teaching them within each year group. These skills develop to ensure that attainment targets are securely met by the end of each key stage. The units fully scaffold and support essential and age appropriate, sequenced learning, and are flexible enough to be adapted to form cross-curricular links with our larger curriculum.

Creativity and independent outcomes are robustly embedded into the units, supporting pupils in learning how to make their own creative choices and decisions, so that their art outcomes, whilst still being knowledge-rich, are unique to the pupil and personal.

Wherever possible the Art & Design curriculum is enriched through whole school events, projects and experiences. The subject lead ensures cross-curricular links through the use of Art & Design skills and knowledge to celebrate and recognise significant events in the year.

All Pupils:

- access a differentiated curriculum designed by the subject leader that is appropriate for all but is also meaningful, challenging & ambitious.
- are provided a range of activities to engage them and allow them to effectively communicate their understanding.
- are closely monitored and supported pastorally to ensure their emotional wellbeing is prioritised.
- named on each lesson seating plan so that pupils are known to staff and we foster a feeling of each pupil having their own place in the community.
- record work in a variety of ways, allowing access to the curriculum through multi-sensory learning.
- are provided with subject knowledge organisers.
- are supported with their behaviour choices in a therapeutic environment, school use restorative practise so that pupils can reflect and be supported to meet the schools valued behaviour expectations.
- experience effective questioning to deepen knowledge and understanding and provide challenge
- receive feedback in lessons that results in further progress across the curriculum.

Some Pupils Need:

- use of concrete and pictorial representations during teaching and when working independently to aid their understanding.
- clear vocabulary explanations and/or introductory vocabulary work to prepare for a task.
- targeted questioning to support pupils in answering questions both orally and in written work.
- one-to-one interaction and targeted intervention by the teacher or support staff.
- a specific seat in lessons to meet a sensory or a learning need.
- specific feedback.
- an effective blend of co-operative, independent and teacher-led activities to appropriately challenge and support.
- key words and vocabulary identified and discussed.
- sentence starter/writing frames a scaffolded lesson structure, e.g. additional modelling, more paired/ discussion work or increased mini-plenaries.
- extra support in a lesson from an additional adult so that the pupils needs, academic or pastoral, are effectively met.
- post teaching to address any misconceptions.

Specific Pupils Need:

- access to a quiet space to ensure they can be supported to meet their potential.
- additional support in lessons from an adult who is attuned to their individual pastoral and learning needs.
- bespoke timetables taking in to account their needs to ensure that they are taught in an environment that best supports their pastoral and learning needs.
- curriculum adaptations to allow for engagement through pupil interests (project focus or word problem context).
- additional support in practical lessons.
- a personalised learning pathway.



The Art & Design curriculum is designed in such a way that children are involved in evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.

By taking part in our regular discussions and decision making processes, children will not only know facts and key information about art, but they will be able to talk confidently about their own learning journey, have higher metacognitive skills and have a growing understanding of how to improve.

The impact of the scheme is constantly monitored through both formative and summative assessment opportunities. Each lesson includes assessing pupils against the learning objectives. An assessment spreadsheet including the learning outcomes for children with secure understanding and those working at greater depth enables teachers to keep records of summative assessments for each child. These are reviewed and monitored by subject leads each term and informs future adaptations to the curriculum and planning.

After the implementation of the Art & Design scheme, pupils should leave primary school equipped with a range of techniques and the confidence and creativity to form a strong foundation for their Art and design learning at Key Stage 3 and beyond.

The expected impact of following the Art & Design scheme of work is that children will:

- ★ Produce creative work, exploring and recording their ideas and experiences.
- ★ Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ★ Evaluate and analyse creative works using subject-specific language.
- ★ Know about great artists and the historical and cultural development of their art.
- ★ Meet the end of key stage expectations outlined in the National curriculum for Art and design.



Subject Map

Year	Unit 1	Unit 2	Unit 3
R	Drawing - Welcome portraits and frames	Mixed Media - Sensory exploration	Safari - Sculpture
Substantive knowledge and disciplinary knowledge	Exploring and understanding textures, mark making, pattern whilst developing fine motor skills and observational skills and using faces and self-portraits as a stimulus.	Exploring and understanding colour theory through paint application and mixed media whilst developing emotional responses to music and including opportunities for group work and developing observational skills.	Exploring 3D making skills through experimenting with clay, playdough and found objects whilst developing observational skills to create their own 3D outcome which includes consideration of texture and pattern.
Diversity, enrichment & GBA adaptations	<i>Explore and compare the work of a range of painters/artists; historical and contemporary. *Explore the work of artist Julian Opi, British white male (Contemporary).</i>	<i>Explore the work of mixed media artist: Megan Coyle (American white female). *Explore the work of artist Kandinsky, Russian white male, (Modern).</i>	<i>Explore and compare a range of historical (2000 BC), Mayan (Traditional) and contemporary representations of 3D animal sculptures *such as Ardman Studios characters (Contemporary)</i>
1	Drawing: Making your Mark	Sculpture & Paper Play	Painting & Mixed Media: colour splash
Substantive knowledge and disciplinary knowledge	Exploring and understanding different types of lines and mark making whilst using a range of media and developing observational skills.	Problem-solving and experimenting using paper-based modelling materials including opportunities for group work and developing observational skills.	Exploring and understanding of colour theory through paint application and print, whilst applying skills when working in the style of an artist.
Diversity, enrichment & GBA adaptations	<i>*Explore the work of artist Yayoi Kusama, Japanese female (Contemporary)</i>	<i>*Explore the work of artist Ollanski, white German male (Contemporary) & Architect Frank Gehry, White American (Contemporary)</i>	<i>Explorer the work of artist: Jasper Johns, white male American (Modern) & Clarice Cliff, British white female (Modern)</i>
2	Craft & Design: Map it out	Painting & mixed media: Life in colour	Sculpture & 3D: Clay Houses
Substantive knowledge and disciplinary knowledge	Responding to a design brief, by exploring and understanding three techniques for working creatively with materials (wrapping, threading and weaving) and then evaluate design ideas.	Exploring and understanding colour theory and creating textures using different tools, whilst also developing collage techniques. Experimenting with materials and evaluating artistic choices; developing children's understanding of colour, texture, and composition in art and developing observational skills.	Exploring and understanding how to shape and decorate clay, create a pinch pot, including designing and making a clay tile with house features when working by being inspired by the style of an artist and developing observational skills.
Diversity, enrichment & GBA adaptations	<i>Explore the work of mixed media artist: Cecilia Vicuña (Chilean female). *Explore the work of, El Anatsui, male black Ghanaian artist (Modern)</i>	<i>Explore the work of mixed media artist: Romare Bearden (African American white male). *Explore the work of Frida Khalo, Mexican female artist (Modern)</i>	<i>Explore the work of sculptor: Dame Rachel Whiteread (British white female). *Explore Godmanchester Tudor houses on school walk/visit (Traditional)</i>

3	Drawing: Growing Artists	Craft & Design: Ancient Egyptian Scrolls	Sculpture & 3D: Abstract Shape & Space
Substantive knowledge and disciplinary knowledge	Exploring and understanding shapes, shading, and texture in art to enhance drawing skills, whilst developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art and developing observational skills.	Exploring and creating Ancient Egyptian art by understanding and applying the styles, patterns, and techniques of Ancient Egyptian art, whilst designing scrolls, making paper, and creating contemporary responses using zines.	Exploring and understanding how to transform 2D card shapes into three-dimensional structures and sculptures, whilst exploring abstract shapes and space, developing skills in constructing 3D objects, and understanding the difference between 2D and 3D art.
Diversity, enrichment & GBA adaptations	<i>Explore the works of Max Ernst, Charles Darwin Carl Linnaeus (traditional) and of the artist: Georgia O'Keefe (American white female)</i> <i>*Explore the work of, Ben Enwonwu, male black Nigerian Artist (Modern)</i>	Explore the style, pattern and characteristics of Ancient Egyptian art. (Traditional)	<i>Explore the work of sculptor: Alfred Caro (British white male)</i> <i>*Explore the work of sculptor: Alexander Calder, American white male, (Modern) & Architect Santiago Calatrava, Spanish male, (Modern).</i>
4	Drawing: Power Prints	Painting & Mixed Media: Light & Dark	Craft & Design: Fabric of Nature – option to change outcome from Batik to create a repeat pattern
Substantive knowledge and disciplinary knowledge	Exploring and understanding the use of tone and proportion to create a 3D effect, whilst developing mixed-media techniques to create drawings and patterns which develop into a relief print.	Exploring and understanding how to create tints and shades to help paint a 3D representation through light and dark whilst developing observational skills and considering composition.	Exploring and understanding the design process taking into consideration different perspectives, patterns and repetition, whilst developing observational skills.
Diversity, enrichment & GBA adaptations	<i>Explorer the work of sculptor: Henri Matisse (French white male). *Explore the cultural connections to Kuba (African) block printing (Traditional).</i>	<i>Explorer and compare the work of a range of painters/artists; historical and contemporary. *Explore the work of artist Rebecca Scott, white British female artist.</i>	<i>Explore the work of artist: William Morris, English white male, (Modern).</i> <i>*Explorer the work of artist Ganapati Hegde, Indian male artist (Contemporary). *Explore Godmanchester flowers/leaves</i>
5	Sculpture & 3D: Interactive Installation	Drawing & print: I need space	Painting & mixed media: Portraits
Substantive knowledge and disciplinary knowledge	Exploring and understanding installation art, including identifying and comparing art installations whilst, exploring space and scale in 3D art, problem-solving in construction. Then planning installations to communicate ideas, and applying knowledge to develop and present installation art pieces effectively.	Exploring and understanding retrofuturism; developing skills in evaluating images and creating art through various drawing processes, including collagraph printmaking, whilst developing independent artistic skills and the ability to generate, test, and refine ideas and developing observational skills.	Exploring and understanding skills in creating interesting portrait drawings using words, experimenting with materials and techniques (including monoprint), and constructing self-portraits that represent aspects of themselves, whilst developing observational skills and encouraging thoughtful decisions in their artwork composition.
Diversity, enrichment & GBA adaptations	<i>Explore and compare the work of a range of installation artists and the work of sculptor: Cai Guo-Qiang, Chinese male, (Contemporary). *Explore the architect Oscar Niemeyer, Brazilian Architect (Modern).</i>	<i>Explore the artwork from the Soviet Space Race era & Retrofuturism (Modern) *Explore the work of artist Paulina Ołowska, female Polish Artist (Contemporary)</i>	Explore and compare the work of a range of painters/artists; historical and contemporary and the work of artist Chila Burman, Indian female, and the work of artist Njideka Akunyili Crosby, Nigerian female.

6	Craft & Design: Photo opportunity	Drawing: Make my voice heard	Sculpture & 3D: Making Memories
Substantive knowledge and disciplinary knowledge	Exploring and understanding creative photographic techniques; creating new images through photomontage, understanding photorealistic self-portraits, and applying digital photography to art design, whilst enhancing skills in composition and editing.	Exploring and understanding different art styles, exploring effects with tools, understanding and applying chiaroscuro, and creating symbolic and expressive drawings, whilst forming opinions about art, understanding the impact of techniques, and convey messages through artwork.	Exploring and understanding expressive sculptures and reflect on artistic decisions, whilst using various materials and techniques, and develop skills in planning, creating, observation, and evaluating 3D sculptures.
Diversity, enrichment & GBA adaptations	<i>Explore how a range of artists use photography, photorealism and also the work of artists Derrick Oforu Boateng (Ghanaian male), Oscar Ukonu (Nigerian male) and Sarah Graham (British female). *Explore the work of artist photographer Sebastião Salgado, Brazilian male artist (Contemporary). *Explore Godmanchester's architectural interests</i>	<i>Explore the style, pattern and characteristics of Ancient Mayan art. Consider the work of artists Diego Rivera, Mexican male artist and Dan Fenelon, American white male artist and make links to ancient art (Traditional) and street art (Contemporary) *Explore the work of artist Shephard Fairey, American white male artist (Contemporary).</i>	Consider the work of artists Yinka Shonibare, British-Nigerian male, Judith Scott, American, deaf and Down Syndrome, female, Louise Nevelson (American-Ukrainian female), Joseph Cornell (American white male)

* GBA personalised content

