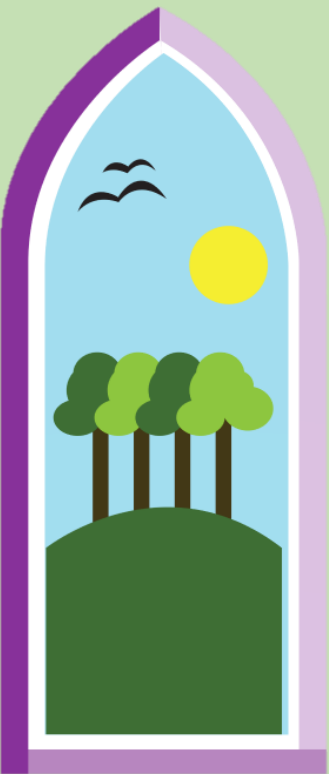




Art and Design Intent



Strength in difference, together we are one, together we fly high

At Dunbury we want children to understand that Art embodies some of the highest forms of human creativity. We have designed a high-quality art and design curriculum that engages, inspires and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art. As pupils progress, they will be able to think critically and develop a more rigorous understanding of the history of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our vision of strength in difference, together we are one, together we fly high drives our art curriculum. We are passionate that children learn about a range of artists and art from different cultures around the world.



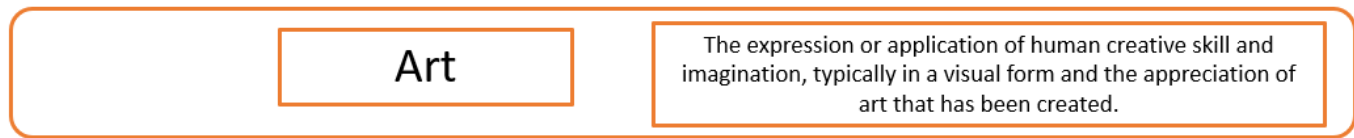
Art and Design Structure



We organise our knowledge into key concepts

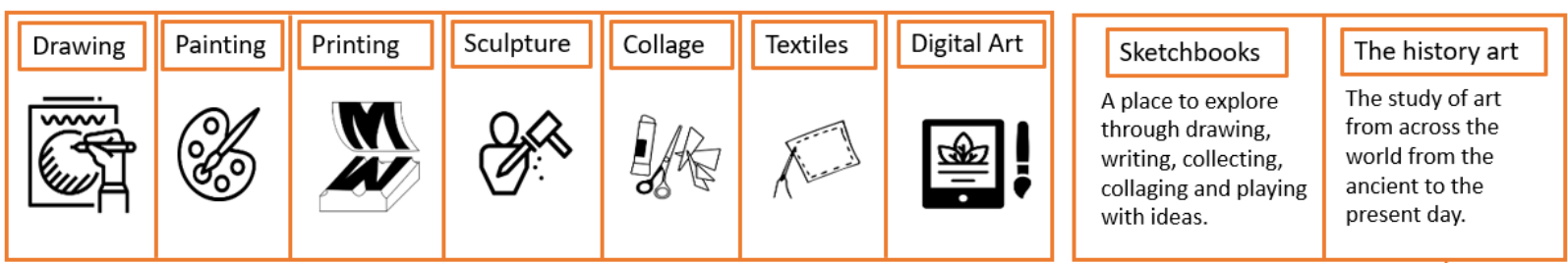



As historians, we use these lenses to investigate.




Creating Art

Studying Art




Line 

A line in art is defined as a point moving in space. It begins with just a simple dot in space, that transforms into lines and then drawings.

Tone 


Refers to the relative lightness or darkness of colour. Each colour has an almost infinite number of tones.

Colour 

The aspect of any object that may be described in terms of hue, lightness, and saturation.

Texture 

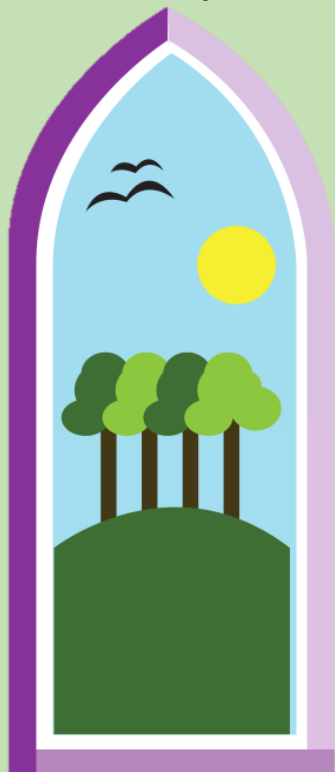
Texture is the perceived surface quality of a work of art. It is an element of two-dimensional and three-dimensional designs

Structure for and shape 

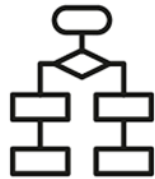
Shape and form define objects in space. Shapes have two dimensions—height and width—and are usually defined by lines.



Art and Design Concepts



Our knowledge is organised into key concepts and disciplinary concepts. The core knowledge is laid out in coherent, sequential progression documents which detail the end points which we aim children to achieve. The foundations for the art curriculum are laid in Early Years. This is built on in KS1 as novice artists and designers, leading to more expert in KS2. This provides the firm building blocks for children to become discipline artists and designers in KS3 and beyond.



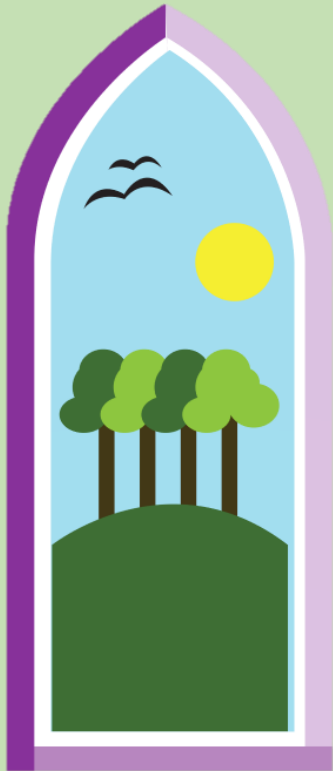
Key concepts

Key concepts support children in developing an understanding of their experience, a system of categorisation, and how they learn and use these systems. In this way, children build a schema of knowledge about some of the key themes through which they can reason and talk about the world and its diversity. Key concepts shape the overarching enquiry question for the spine. We have two main concepts in art and design: creating and studying art, which sub divide into further key concepts.

Creating Art	Studying Art
<ul style="list-style-type: none">• Drawing• Painting• Printing• Sculpture• Collage• Textiles• Digital Art	<ul style="list-style-type: none">• Sketch books• History of Art



Art and Design Concepts



Disciplinary Concepts



Our curriculum is driven by curiosity, language and resilience. Pupils at Dunbury are encouraged to be curious about different styles of art and different medium they might work in. They use the disciplinary concepts (working as a geographer) to support their approach. These can be explored through asking disciplinary questions such as:

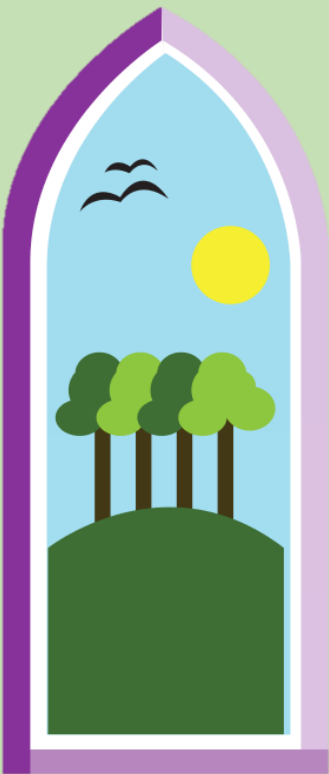
- How can I create different lines?
- How can I alter the tone?
- What colours should I use? Contrasting, or complimentary?
- How can I create different patterns and textures?
- How can I explore 2D and 3D shapes?
- Where does this fit within 'the history or art'?



Line	Tone	Colour	Texture	Shape, form and space
A line in art is defined as a point moving in space. It is one of the most crucial elements, as everything begins with just a simple dot in space, that transforms into lines and then drawings.	Refers to the relative lightness or darkness of colour. Each colour has an almost infinite number of tones.	The aspect of any object that may be described in terms of hue, lightness, and saturation.	In the visual arts, texture is the perceived surface quality of a work of art. It is an element of two-dimensional and three-dimensional designs and is distinguished by its perceived visual and physical properties. Use of texture, along with other elements of design, can convey a variety of messages and emotions.	Shape and form define objects in space. Shapes have two dimensions—height and width—and are usually defined by lines. Forms exist in three dimensions, with height, width, and depth. Shape has only height and width.



Art and Design Skills



Art and Design Skills

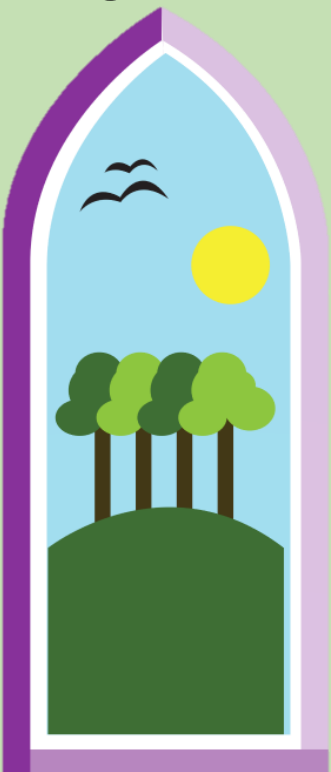
An enquiry sequence in Art will always follow the process of research, experimentation, design, making and evaluation.

- **Research:** Children need to learn 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
- **Experimentation** Children need lots of opportunity to experiment with different media in order that they can become proficient and develop a wide range of art and design techniques.
- **Design** Children should use sketchbooks to collect and refine their ideas leading towards a final design.
- **Making** Children apply their research and experimentations to a final design.
- **Evaluating** Children will learn to evaluate their own and others art work. Evaluation should happen in every lesson and key questions should become common place.





Art and Design Progression



Children in Early Years lay the first building blocks for artistic knowledge and concepts. They develop their mark making and creativity learning how to fine tune their skills and improve their ideas



Novice

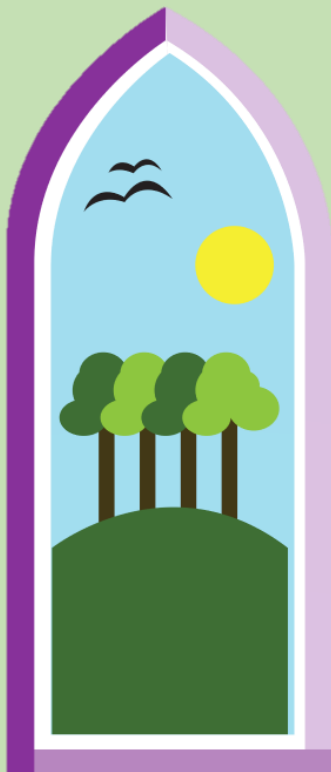
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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.

Expert

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- know about great artists, architects and designers in history.







Art and Design Implementation



Planning:

Within the clear teaching sequence, individual lessons are designed around an enquiry question, which children are expected to be able to answer at the end of the lesson. Each lesson builds in small steps upon the previous, with prior learning referenced within the teaching sequence through a variety of means such as low stakes cumulative quizzing, structured talk and retrieval practice. This ensures that children are able to secure their learning in small steps, with teaching informed by continuous assessment of and for learning and misconceptions addressed at point in time. At the end of learning sequences, children use their accumulated knowledge to answer their key over arching enquiry question. Quizzes on essential knowledge are also sometimes used to support teacher understanding of their knowledge retention and to inform future planning.

Teachers plan lessons using a mastery teaching approach, driven by our curriculum drivers, following the sequence of learning indicated below:

Connect 	Curiosity 		Resilience 	Spoken Language 	
Activate prior learning	Learning questions shaped the disciplinary concept.	Explicit instruction and modelling by teacher.	Guided Practice so that all children can access independent practice	Independent practice with tasks that match the learning question. Structured in small steps	Structured reflection for children to talk about what they know and their developing schema.
Recalling previous pertinent knowledge and building blocks.	How does this new knowledge fit into my existing art schema? How does it build to my final application questions?	What do I notice? How does this connect and build on my knowledge? What new vocabulary am I acquiring. What questions do I have? Do I feel confident enough to have a go?	How am I doing? How do I know? Are there sufficient models, examples and resources to help me have a go?	I can apply new learning through practicing what I was taught, shown or modelled.	I can talk about what I have learnt today, using new vocabulary and generalisations. I can talk about where my new knowledge fits into the spine and how it is building me as an artist.



Art and Design Impact

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within art teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, the following adaptations are made for individuals who need something that is addition to or different from others in the class. ([click here for document](#))

Impact

At Dunbury, children's sketchbooks show learning sequences that develop their artistic skills through a variety of rich tasks that make them think hard. Recorded work evidences snapshots of the learning sequence. Independent work shows the children's understanding of the lesson question and gives a snapshot of their learning throughout the overall lesson. Over time, sketchbook work shows children know more and can apply more.

We use the laid out essential knowledge in the progression table below to set the standard that we expect children to reach by the end of EY, KS1, lower KS2 and upper KS2.

