

ART



SUBJECT GUIDE

Phoenix Academy | Odell Road, Walsall, West Midlands WS3 2ED

'We see you, we hear you, we are with you'



CURRICULUM INTENT

The topic curriculum at Phoenix Academy is designed to be both vibrant and creative and places children at its heart, it encompasses history, geography, art and DT, as well as science that works alongside our discreet science lessons and, when appropriate, based on the individual units covered. We believe that our curriculum provides an educational experience that excites children's imaginations, inspires them to learn, extends their horizons, deepens their understanding, and meets both their intellectual and personal needs.

Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich provision of exciting and motivating learning activities that make creative links between all aspects of our children's learning and that allows them to revisit, consolidate and use the skills that they learn.

To help address and support the needs of our pupils, we believe that our children learn better when they are encouraged to use their imagination and apply their learning in engaging contexts. Our curriculum provides not only learning challenges but also opportunities to develop social skills, build confidence and a sense of value by requiring the children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the topics that they cover.

The planning of these units provides a rigorous framework of 'essential skills' that outlines what is to be covered by each topic. These 'essential skills' have been identified from the wider expectations of the national curriculum and streamlined to identify those that will provide a strong foundation of understanding for our pupils. They are revisited and built upon a four-year cycle and allow for progression by providing activities that are both age-related and aimed at their level of attainment.

These are used to encourage positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. We understand that many of our children have barriers to their learning and we work hard to identify these barriers and break them down.

Our broad and balanced curriculum is designed to enable all children to become confident, enquiring and knowledge-thirsty learners, who will be prepared for each new stage of their education. Our curriculum provides children with a range of experiences to ignite curiosity, broaden cultural understanding and recognise their place individually, within the local area and the wider world.

Each topic starts with an introduction day or 'Wow' starter that is used to engage learners and build an interest right from the onset. Our implementation is adapted to the specific learning needs of our learners to provide support and challenge, ensuring an inclusive curriculum that meets the needs of all.



Teaching is delivered through a balance of direct teaching and carefully planned, child initiated activities. Timely interventions from all adults are given to move individuals forward, while teaching staff track the children's progress against the objectives of each topic, allowing gaps in their knowledge to be addressed as they progress through the school.

ART – INTENT

At Phoenix Academy, we value Art and Design as not only an important part of the children's entitlement to a broad and balanced curriculum, but also as a means of them expressing themselves as a way to address their individual needs, providing the children with opportunities to develop and extend skills as well as an opportunity to express their individual interests, thought and ideas.

Our provision of art, craft and design aims to stimulate creativity and imagination, while also providing visual, tactile and sensory experiences and a special way of understanding and responding to the world. As such, we believe that this will enable our pupils to become involved in shaping their environment and communities as they grow.

As Art and design embodies some of the highest forms of human creativity, we aspire to provide a high-quality art and design education that engages, inspires and challenges our pupils, while equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design, while exploring ideas and meaning through the work of artists and designers, learning about the history, roles and functions of art, enabling them to explore the impact that it has on contemporary life and that of different times and cultures.

The teaching and implementation of the Art and Design Curriculum at Phoenix Academy is based on the National Curriculum and linked to selected topics to ensure a well-structured approach to this creative subject over our four-year cycle of topics and as they progress they will develop the ability to think critically and develop a more rigorous understanding of art and design, as well as appreciating how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



PROGRESS AND EVALUATION

Progress against these objectives is recorded at the end of each topic on the FFT Aspire tracking system and allows staff to identify gaps in learning and to plan accordingly in the future.

At the end of each topic an evaluation sheet is also completed with the children to identify what they enjoyed and learned from each topic and any areas in which they would like to learn more.

Example evaluation sheet:



HOW I WOULD RATE MY UNDERSTANDING AND ENJOYMENT OF THE TOPIC...

MY FAVOURITE LESSON OR ACTIVITY WAS...

NEW WORDS I HAVE LEARNT DURING THIS TOPIC ARE...

THE SKILLS I HAVE DEVELOPED ARE...

TOPIC EVALUATION

3 FACTS THAT I HAVE LEARNT FROM THIS TOPIC ARE...

TEACHER COMMENT

Traders and Raiders

PROGRAM OF STUDY - ART

Art and Design is taught over a four-year rolling cycle of engaging and varied topics, covering all objectives within the National Curriculum, and tailored to meet the needs of our pupils who are taught within mixed age classes. Objectives are covered at multiple points over each year and cycle, ensuring that they are revisited and built upon to develop not only the knowledge and skills of current pupils but also to support those pupils that join from other settings. Art, craft and design embody some of the highest forms of human creativity and at Phoenix we aim to provide a high-quality art and design education that engages, inspires and challenges our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding 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.



Art and Design programmes of study: key stages 1 and 2 National curriculum in England

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content - 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.



Subject content - Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- 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.



PROGRESSION OF SKILLS AND KNOWLEDGE – ART

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Record and explore ideas from first-hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.



Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g., Annotate sketchbook Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. E.g., Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.



Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g., use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g., large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g., thin brush on small picture etc. 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g., tint, tone, shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).



Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Drawing</p>	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> Layer different media, e.g., crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.



Printing

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| <ul style="list-style-type: none">• Make marks in print with a variety of objects, including natural and made objects.• Carry out different printing techniques e.g., monoprint, block, relief and resist printing.• Make rubbings.• Build a repeating pattern and recognise pattern in the environment. | <ul style="list-style-type: none">• Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.• Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques. | <ul style="list-style-type: none">• Print using a variety of materials, objects and techniques including layering.• Talk about the processes used to produce a simple print.• to explore pattern and shape, creating designs for printing. | <ul style="list-style-type: none">• Research, create and refine a print using a variety of techniques.• Select broadly the kinds of material to print with to get the effect they want• Resist printing including marbling, silkscreen and cold-water paste. | <ul style="list-style-type: none">• Explain a few techniques, including' the use of poly-blocks, relief, mono and resist printing.• Choose the printing method appropriate to task.• Build up layers and colours/textures.• Organise their work in terms of pattern, repetition, symmetry, or random printing styles.• Choose inks and overlay colours. | <ul style="list-style-type: none">• Describe varied techniques. Be familiar with layering prints.• Be confident with printing on paper and fabric.• Alter and modify work.• Work relatively independently. |
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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



<p>Textiles/collage</p>	<ul style="list-style-type: none"> • Use a variety of techniques, e.g., weaving, finger knitting, fabric crayons and sewing. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience, or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué, and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g., overlapping, layering etc. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Experiments with paste resist. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.
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Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3 D form	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g., rolling, kneading, and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with construct and join recycled, natural and man-made materials. Explore shape and form. 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. □ Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with construct and join recycled, natural and manmade materials more confidently. 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier Mache object. Plan, design and make models. 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled, or constructed. Use a variety of materials. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.



Cultural Capital

Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their **cultural awareness, knowledge and competence**; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work. At Phoenix Academy we work tirelessly to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities and trips.

We recognise that there are six key areas of development that are interrelated and contribute to building a student's cultural capital:

- 1 Personal
- 2 Social Development, including political and current affairs
- 3 Physical
- 4 Spiritual
- 5 Moral
- 6 Cultural

Where possible, each of these areas is covered over the course of individual topics



TEACHING STAFF

TEACHING STAFF

All lessons are delivered and supported by class specific staff:

	ELM CLASS	ASH CLASS	PINE CLASS	CEDAR CLASS	ELDER CLASS	RAINBOW CLASS
TEACHER	A. Holmes	D. Crowther	C. O'Connor	S. Elcock	L. Tasker	G. Satchwell
CLASS SUPPORT	C. Stanyer	G. Sammonds & O. Maxwell	J. Marshall	J. McDevitt-Smith	S. Beck	G. Aldridge

Cover provided as needed by S. Lea