

## Art & Design

By the time our children leave Pegasus Primary School, they will be:

- Curious, engaged, inspired and challenged in experimenting, inventing and creating their own works of art, craft and design
- Critical thinkers, with a rigorous understanding of art and design
- Knowledgeable about how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

See Cornerstones 'Essential skills' (attached) for subject specific aspects in each year groups

### What will children know?

#### NC 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. **NC subject content Key Stage 2**

#### NC subject content Key Stage 2

- 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.

Year 1	Paws, Claws and Whiskers (Art Focus)	<ul style="list-style-type: none"> <li>▪ to know how to draw/sketch the features of pets – art techniques</li> <li>▪ to know about animal sculpture and artists – experience and imagination</li> <li>▪ to be able to design and create an animal sculpture – imagination</li> <li>▪ to know about printing techniques - techniques</li> <li>▪ to be able to design and create 3D animal sculptures using variety of techniques</li> </ul>	<p><b>See Cornerstones Essential Skills Matrix for Year 1</b></p> <p><b>Knowledge and Understanding</b></p> <p><b>Practical</b></p>
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	<p>Moon Zoom Memory Box Superheroes Bright Lights, Big City The Enchanted Woodland Dinosaurs Splendid Skies</p>	<ul style="list-style-type: none"> <li>to know how to use a range of materials creatively to design and make products</li> <li>to know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to know how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</li> </ul>	<table border="1"> <tr> <td><b>EYFS</b></td> <td>Wassily Kandinsky</td> </tr> <tr> <td><b>Year 1</b></td> <td>Elma Thomas</td> </tr> <tr> <td><b>Year 2</b></td> <td>Henri Matisse</td> </tr> <tr> <td><b>Year 3</b></td> <td>William Morris</td> </tr> <tr> <td><b>Year 4</b></td> <td>Georgia O’Keeffe</td> </tr> <tr> <td><b>Year 5</b></td> <td>Georges Seurat</td> </tr> <tr> <td><b>Year 6</b></td> <td>Kara Walker</td> </tr> </table>	<b>EYFS</b>	Wassily Kandinsky	<b>Year 1</b>	Elma Thomas	<b>Year 2</b>	Henri Matisse	<b>Year 3</b>	William Morris	<b>Year 4</b>	Georgia O’Keeffe	<b>Year 5</b>	Georges Seurat	<b>Year 6</b>	Kara Walker
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		<p>disciplines, and making links to their own work.</p>	
<p>Aut 1</p>	<p>Art Day Focus</p>	<p>▪ <b>In the style of artist – see table</b></p>	
<p>Year 2</p>	<p>Scented Garden Land Ahoy Towers, tunnels, turrets Wriggle &amp; Crawl Muck, Mess and Mixture Beachcombers</p>	<ul style="list-style-type: none"> <li>To know how to use a range of materials creatively to design and make products</li> <li>to know how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to know how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know 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.</li> </ul>	<p><b>See Cornerstones Essential Skills Matrix for Year 2</b></p> <p><b>Knowledge and Understanding</b></p> <p><b>Practical</b></p>
<p>Aut 2</p>	<p>Art Day Focus Remembrance</p>	<p>▪ <b>In the style of artist/designer from Autumn 1</b></p>	

Year 3	Urban Pioneers (Art Focus)	<ul style="list-style-type: none"> <li>▪ Know about great artists, architects and designers in history.</li> <li>▪ Know how to use technology to create images-ipads Know about urban artists/sculptures – e.g. Banksy</li> <li>▪ Know graffiti techniques Know sketching techniques – local monuments/national monuments</li> <li>▪ Know about urban art in Europe – Berlin Wall</li> </ul>	<p><b>See Cornerstones Essential Skills Matrix for Year 3</b></p> <p><b>Knowledge and Understanding</b></p> <p><b>Practical</b></p>
		<ul style="list-style-type: none"> <li>▪ know how to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ know how 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]</li> </ul>	

	<p>Mighty Metals Gods &amp; Mortals Tribal Tales Tremors Scrumdiddlyumptios Heroes &amp; Villains</p>	<ul style="list-style-type: none"> <li>▪ know about great artists, architects and designers in history.</li> <li>▪ know how to create sketch books to record their observations and use them to review and revisit ideas know how 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]</li> <li>▪ know about great artists, architects and designers in history.</li> </ul>	
Sp 1	Art Day Focus	<ul style="list-style-type: none"> <li>▪ <b>In the style of artist/designer see table below</b></li> </ul>	

Year 4	Potions Blue Abys I am Warrior Misty Mountain Sienna Traders & Raiders Burps, Bottoms & Bile Road Trip USA	<ul style="list-style-type: none"> <li>▪ Know how to create sketch books to record their observations and use them to review and revisit ideas know how 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] know about great artists, architects and designers in history.</li> <li>▪</li> <li>▪</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"><b>EYFS</b></td> <td style="text-align: center;">Etel Adnan</td> </tr> <tr> <td style="text-align: center;"><b>Year 1</b></td> <td style="text-align: center;">Van Gough</td> </tr> <tr> <td style="text-align: center;"><b>Year 2</b></td> <td style="text-align: center;">Andy Goldsworthy</td> </tr> <tr> <td style="text-align: center;"><b>Year 3</b></td> <td style="text-align: center;">Utagawa Hiroshige</td> </tr> <tr> <td style="text-align: center;"><b>Year 4</b></td> <td style="text-align: center;">Joseph Purnell</td> </tr> <tr> <td style="text-align: center;"><b>Year 5</b></td> <td style="text-align: center;">Henri Rousseau</td> </tr> <tr> <td style="text-align: center;"><b>Year 6</b></td> <td style="text-align: center;">Paul Gauguin</td> </tr> </table>	<b>EYFS</b>	Etel Adnan	<b>Year 1</b>	Van Gough	<b>Year 2</b>	Andy Goldsworthy	<b>Year 3</b>	Utagawa Hiroshige	<b>Year 4</b>	Joseph Purnell	<b>Year 5</b>	Henri Rousseau	<b>Year 6</b>	Paul Gauguin
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Sp 2	Art Day Focus Landscapes	▪ <b>In the style of artist/designer from Spring 1</b>															
Year 5	Beast Creator Star Gazers Pharaohs Peasants, Princes and Paupers Off With Her Head Scream Machine Davy Lamps	<ul style="list-style-type: none"> <li>▪ Know how to create sketch books to record their observations and use them to review and revisit ideas know how to improve their mastery of art and design techniques, including drawing,</li> <li>▪</li> </ul>															
		<ul style="list-style-type: none"> <li>▪ painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>▪ know about great artists, architects and designers in history.</li> </ul>															
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Sum 2	Art Day Focus Olympics	Famous Artists															
Year 6	Gallery Rebels (Art Focus)	<ul style="list-style-type: none"> <li>▪ To know about a local artist</li> <li>▪ To know about Impressionism – e.g. Paul Cezanne</li> <li>▪ To know about Expressionism – e.g. Mary Wigman</li> <li>▪ To know about Surrealism – e.g. Salvador Dali</li> <li>▪ To know about Automatic Drawing – e.g.</li> <li>▪ Research Artists</li> </ul>															
	Hola Mexico Fallen Fields Frozen Kingdom Revolution Child's War Darwins Delight Blood Heart I.D.	<ul style="list-style-type: none"> <li>▪ Know how to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ know how 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]</li> <li>▪ know about great artists, architects and designers in history.</li> </ul>															

### Additional information

- What is the purpose of the **essential skills matrix** and the **identified knowledge** within each ILP? Both documents break down learning by year group or phase. Together they state what pupils are expected to know and be able to do at each stage of their education
- What is **progress**? Pupils make progress in the subject by knowing and remembering more. It is about connections and schematics, not isolated information.
- What are **components** and **composites**? Components are the sub-skills a pupil needs to be successful in a complex task (composite).
- What is the relationship between **knowledge** and **skills**? Both are intertwined - to get better at a subject, both knowledge and skills are required
  - ❖ Knowledge = **know**  
*ingredients – knowledge of vocabulary, events, people, places, ideas, procedure, transferable knowledge*
  - ❖ Skills = **know how** *prepared meal*
- What are **schemata**? Schemata (concepts) are interconnected webs of prior knowledge which allow learning of new content
- How can we help pupils retain knowledge in the **long-term memory**? Retrieval practice strengthens memory because you have to recall something you have learnt previously
- How does **dual coding** help pupils learn? Dual coding theory suggests that representing information both visually and verbally enhances learning and retrieval from memory.
- What is **challenge**? Challenge should be considered as meeting curricular goals and ensuring pupils build up the relevant knowledge and skills over time.