Edward Peake CofE Middle School
Art Curriculum Progression

Curriculum Intent:

The intention of the Art curriculum at Edward Peake is to produce creative work, exploring their ideas and recording their experiences to become proficient in drawing, painting, sculpture and other art, craft and design. The curriculum has been designed to be aspirational for all pupils, providing support and challenge to meet the needs of learners. Pupils are able to explore periods of art and artists, for them to create and explore using a variety of materials whilst learning new techniques and knowledge. We encourage independent learners by analysing their work to make informed choices and decisions in their artwork. The Art curriculum has been specifically designed to meet the needs of all pupils regardless of their previous experiences or potential barriers to learning. Pupils are exposed to a range of artists from different cultures, backgrounds and ethnicities in order to develop their cultural awareness. We make use of subject specialist teaching across all 4 year groups, with a specialist art room and resources.

Our main aims are to:
- **Live:** Ensure pupils develop skills and personal qualities for lifelong learning so that they can make an active contribution to society and the arts community.
- **Love:** Broaden pupils' horizons by giving them opportunities to explore different materials, skills and artists.
- **Learn:** Develop independent, confident and successful art and crafters and encourage their creative thinking.

There are 3 key concepts which are threaded throughout the Art Curriculum at Edward Peake. These are:
Personal expression, being able to discuss and share opinions confidently about their art and the art of others.
Creative expression, where students are able to take risks with their own art work and challenge their skills.
Design and application to use mediums, media and processes correctly and confidently in their work.

Skills and Knowledge	Year 5	Year 6	Year 7	Year 8
Historical and Cultural Development **Personal expression,**	Pupils have the opportunity to learn and read about a variety of artists (or culture). These include the following: - Vincent Van Gogh 'Starry Night' - Ancient Greek Pottery 'Meanders'	Pupils gain knowledge of an artist or culture and the impact it had in its time. Pupils know about the work of Leonardo Da Vinci, his mark making and sketches., Henri Rousseau's Surprise!,	Pupils gain knowledge of an artist or culture, identifying the key facts and links. Pupils can retain the key facts of the artist or culture and then discuss the positives & negatives. Be able to understand how	Pupils gain knowledge of an artist or culture, identifying the key facts and links. Pupils can retain the key facts of the artist / culture and movement whilst discussing the positives &

	- Rembrandt 'Chiaroscuro' - M C Escher 'Tessellation' - William Morris 'Printing' - Claude Monet 'Water lilies' Pupils will be able to describe the key facts about Van Gogh's life and how it impacted and influenced his art. Students will be able to make links between Ancient Egyptian meanders and infinite patterns, recalling and linking this information with their tessellation work. Pupils can understand how the artist or culture links to their project. Pupils know how the artist studied links to their own project Pupils know how to give a basic opinion on their own art and the art of others	Sarah Graham's photorealistic paintings, Kandinsky's abstract work exploring colour, emotion and spirituality and Egyptian Art and beliefs in the afterlife. Pupils know the impact that the artist (or) art had in its time and now. Pupils can describe the key facts of the artist or culture and then discuss the positives & negatives. Be able to understand how the artist or culture links to their project. Pupils know the key facts of the artists work and know the positives and negatives associated with their artwork. Pupils know how the artist studied links to their artwork. Pupils know how to express their opinion on the work of the artist, giving reasons for this.	the artist or culture links to their project. Their opinion of the artist / culture and reasonings. Link to previous artists. Pupils know the key facts and several pieces of artwork linked to their topics for example, William Morris' printing pieces and designs. Banksy and his street art, as well as Leon Keers perspective art. Also giving students the opportunity to express their own personality through self identity. Pupils know which artists are linked to particular movements. Pupils know how to evaluate the positive and negative impact of an artist's work Pupils know how an artist's work links to their own project Pupils know how artists studied this year link to artists studied in previous years	negatives. Be able to understand how the artist links and how artists have been inspired in history. Their opinion of the artist's movements and reasonings behind their work. Pupils know the key facts and several pieces of artwork linked to Giorgio Morandi and his still life work, how he was influenced by artists we later look at through Cubism, such as Picasso and Cezanne. Pupils will also explore Chuck Close' portraits and his ability to overcome life challenges suffering from disabilities. Then the iconic Pop Art work looking at Andy Warhol's impact on art and culture. Pupils know which artists are linked to particular movements and how these movements had an impact on life and culture at the time. E.g. Pop Art and the 1960's fashions, celebrity culture. Pupils know how to evaluate the positive and negative impact of an artist's work

				Pupils know how the artists have been inspired and how they have inspired others

Pupils know how an artist's work links to their own project

Pupils know how to express their opinion of the artist, their work and movement

Pupils know how artists studied this year link to artists studied in previous years |
| | Where in the curriculum this is taught:

Start of each topic across the year - an introduction lesson is given before each topic to ensure pupils understand the key concepts and links of our artist (culture). | Where in the curriculum this is taught:

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William Morris Printing lesson 1
Self Identity - lesson 1
Perspective - lesson 1 and lesson 2 | Where in the curriculum this is taught:

Drawing skills lesson 1
Cubism Lesson 1
Pop Art Lesson 1 |

Materials, skills and processes **Creative expression,** **Design and application**	Pupils know: a range of different materials and equipment and what they are suitable for. Pupils know how to explain their choice of materials.	Try new materials and equipment suitable for the task Be able to build on their skill of using the material applying techniques. Explain their choice of materials and how the choice has an impact on their work	Pupils introduced to measurements and enlarging. Using existing knowledge of materials and building on the skill. Be able to explain, adapt and review their materials and processes	Pupils will be using measurements and enlarging. Using existing knowledge of materials and building on the skill. Be able to explain, adapt and review their materials and processes Becoming more independent in their decisions, challenging their ideas.
	Where in the curriculum this is taught: Autumn Term: Vincent Van Gogh Spring Term: William Morris Printing Tessellation - Escher Summer Term: Monet Waterlilies	Where in the curriculum this is taught: Autumn Term: Leonardo Da Vinci - Markmaking (Insects) Spring Term: Ancient canopic jars clay. Summer: Cave Art	Where in the curriculum this is taught: William Morris - Printing - measuring, tracing, transferring. Street Art - perspective - measurements, and working at point perspective.	Where in the curriculum this is taught: Drawing Skills - Cubism - grif enlarging Chuck close portraits - transferring Pop Art - enlarging
Drawing & Painting Skills **Creative expression,** **Design and application**	Use a variety of source material Be able to use a paint brush correctly and mix colours. Pupils know how to keep and present a sketchbook. Pupils will explore shapes, shading and understanding of design.	Use a variety of source material Be able to keep a sketchbook Be able to use a paint brush correctly and mix colours. Understand colour mixing and theory.	To build skills within their material Be able to keep a sketchbook and show a journey. To explore printing To show more technical drawing skills Introduction of 5 tones, blending and mark making.	To build skills within their material Be able to keep a sketchbook and show a journey of their skills. To explore painting with more skill. To challenge their drawing skills and combine them together.

		To show shapes, shading and understanding of design. Mark making techniques and control of lights and darks.	Continuation of understanding of colour mixing and theory.	To show more technical drawing skills of 5 tones, blending and mark making. Continuation of understanding of colour mixing and theory.
	Where in the curriculum this is taught: Vincent Van Gogh - paint skills Escher Tessellation - shapes, repeated patterns Monet Water lily - drawing skills	Where in the curriculum this is taught: Leonardo Da Vinci - mark making using pen, pencil and fineliner Kandinsky - colour mixing using paints Henri Rousseau - Blending oil pastels	Where in the curriculum this is taught: Unit 1: Printing observation, 5 tones and enlarging. Unit 2: Self Identity - calligrams, logos Unit 3: Perspective & Street Art - technical measurements	Where in the curriculum this is taught: Unit 1: Drawing Skills Unit 2: Cubism - photography Unit 3: Portraits - mixing skin tone Unit 4: Pop Art - enlarging from observation
Presenting, Evaluating and Understanding **Personal expression** **Creative expression**	Pupils will identify the strengths in their work. Pupils can make links to the materials and techniques. Evaluate the material or process of their design. Evaluate their work against their artist.	Pupils will identify the strengths in their work and make independent choices. Make links to the materials and techniques. Evaluate the material or process of their design. Evaluate and compare their work against their artist	Pupils will identify strengths and areas of development in their work. Pupils will create a response linked to the artist / culture. Pupils will be able to identify the links between the artists and processes used.	Pupils will identify strengths and areas of development in their work. Pupils will create a response linked to the artist / culture. Pupils will be able to identify the links between the artists and processes used. Pupils will be able to evaluate their work verbally or written with reflection on how to progress or adapt.
	Where in the curriculum this is taught: Vincent Van Gogh - trying 4	Where in the curriculum this is taught: Leonardo Da Vinci - mark	Where in the curriculum this is taught: Across all topics	Where in the curriculum this is taught: Across all topics

	materials and selecting their most preferred. Ancient Egyptians - process of scratch art Evaluation at the end of each top.	making grid Art and Music - shapes, colours and colour theory Blending bars (Rousseau and Graham)		

Curriculum Impact:
Pupils achieve academically, are ready for their next steps in their Art education and have high aspirations for their future. They become confident in talking and discussing art, artists and their opinions (both positive and negative). They should be able to make decisions and be critical thinkers about their work and how to adapt and refine. This should help them develop into independent learners and be confident about sharing and speaking about their work.

Live: Ensure pupils develop skills and personal qualities that enable them to confidently talk about and discuss Art.
Love: to talk, create and be inspired by Art. Artists and movements.
Learn: Develop independent, confident and successful learners who achieve the best possible academic standards, whatever their starting point.