



# Art at the Unity Federation



## Intent

### Our Statement

At the Unity Federation, we value art and design as an integral part of a broad and balanced curriculum. We offer a structure and a sequence of learning that provides the children with the opportunities to develop and extend their skills, explore ideas, record experiences and observations, study the work of others and evaluate different, creative ideas.

Art and design embodies some of the highest forms of human creativity and as such, a high-quality art and design teaching should engage, inspire and challenge pupils when giving them the tools, knowledge and understanding to express their individual thoughts and ideas. Children will become confident and proficient in a variety of techniques as they progress, being able to think critically, and explore the rich world of art and design and how it has shaped the world around us.

Throughout their time at any of our three schools, children will deepen their practice in Art and Design across the Chris Quiggley threshold concepts- develop ideas, master techniques and take inspiration from the greats.



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## IMPLEMENTATION

### Our Statement

Our rolling programmes are planned using both the Chirs Quiggley threshold concepts and our understanding of our children's individual cultural and personal needs. In our planning teams, we have thought carefully about our locality and the culture and art that children may have experienced. We have chosen Chris Quigley units that we feel will develop our children's artistic experiences in a way that will benefit them and their creativity.



# Art at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Threshold Concepts

Our planning and assessment in history any structured around 4 main concepts

**Master practical techniques**

**Take inspiration from design**

**Design, make, evaluate and improve**



# Art at the Unity Federation



## **IMPLEMENTATION** *continued*

### The Teaching and Learning

Our curriculum is split into three milestones, one for each of our three mixed age classes. Teachers, use the threshold concepts to plan suitably challenging learning for the children in their class.

#### Milestone 1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Portraits	Weather	At the seaside
<b>Year B</b>	Vegetable Portraits	In the Dark of Night	Ancient Art



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**IMPLEMENTATION** *continued*

The Teaching and Learning

## Milestone 2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Food	Myths and Legends (Ancient Greek)	Beauty of Flowers
<b>Year B</b>	Animals	Ancient Art- Anglo Saxons	In the Jungle (Henri Rousseau)
<b>Year C</b>	Eyes	Ancient Art – Stone Age	Impressionism



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**IMPLEMENTATION** *continued*

The Teaching and Learning

## Milestone 3

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year A</b>	Capturing conflict	Royalty	The Art of Anatomy
<b>Year B</b>	The Explosion of Pop Art	Amazed by Architecture	Art and Religion
<b>Year C</b>	A Journey into Space	The Power of Love	Cultural Tradition in Art



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## IMPACT

At the Unity Federation we know nothing is learned unless it rests in pupils' long-term memories.

This does not happen, and cannot be assessed, in the short term. So to measure the impact of our history curriculum we try to explore the answers to two main questions:

- How well are pupils coping with the curriculum content?
- How well are they retaining previously taught content?

We explore this through:

### **Assessing Learning:**

Before, during and after lessons.  
Using the assessment statements  
for each milestone.

### **Monitoring:**

Subject leadership monitoring  
and Governor monitoring, fol-  
lowing our monitoring schedule.



# Art at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Develop Ideas</b>	<p>Respond to ideas and starting points.</p> <p>Explore ideas and collect visual information.</p> <p>Explore different methods and materials as ideas develop</p>	<p>Develop ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language</p>	<p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>





# Art at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Take Inspiration from the Greats</b>	<p>Describe the work of notable artists, artisans and designers.</p> <p>Use some of the ideas of artists studied to create pieces.</p>	<p>Replicate some of the techniques used by notable artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Give details (including own sketches) about the style of some notable artists, artisans and designers.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p>



# Art at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Sculpture</b>	<p>Use a combination of shapes.</p> <p>Include lines and texture.</p> <p>Use rolled up paper, straws, paper, card and clay as materials.</p> <p>Use techniques such as rolling, cutting, moulding and carving.</p>	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <p>Include texture that conveys feelings, expression or movement.</p> <p>Use clay and other mouldable materials.</p> <p>Add materials to provide interesting detail</p>	<p>Show lifelike qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form</p>
	<b>Drawing</b>	<p>Draw lines of different sizes and thicknesses.</p> <p>Colour (own work) neatly, following the lines.</p> <p>Show pattern and texture by adding dots and lines.</p> <p>Show different tones by using coloured pencils.</p>	<p>Use different hardness's of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Use lines to represent movement.</p>



# Art at the Unity Federation



## IMPACT *continued*

Progression through the milestones

	<b>Print</b>	<p>Use repeating or overlapping shapes.</p> <p>Mimic print from the environment (e.g. wallpapers).</p> <p>Use objects to create prints (e.g. fruit, vegetables or sponges).</p> <p>Press, roll, rub and stamp to make prints.</p>	<p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or built environments.</p> <p>Make printing blocks (e.g. from coiled string glued to a block).</p> <p>Make precise repeating patterns.</p>	<p>Build up layers of colours.</p> <p>Create an accurate pattern, showing fine detail.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
	<b>Textiles</b>	<p>Use weaving to create a pattern.</p> <p>Join materials using glue and/or a stitch.</p> <p>Use plaiting.</p> <p>Use dip dye techniques.</p>	<p>Shape and stitch materials.</p> <p>Use basic cross stitch and back stitch.</p> <p>Colour fabric.</p> <p>Create weavings.</p> <p>Quilt, pad and gather fabric.</p>	<p>Show precision in techniques.</p> <p>Choose from a range of stitching techniques.</p> <p>Combine previously learned techniques to create pieces.</p>
	<b>Digital Media</b>	<p>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</p>	<p>Create images, video and sound recordings and explain why they were created.</p>	<p>Enhance digital media by editing (including sound, video, animation, still images and installations).</p>



# Art at the Unity Federation



## IMPACT *continued*

Progression through the milestones

		<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
<b>Master Practical Skills</b>	<b>Paint</b>	<p>Use thick and thin brushes.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white to colours to make tints and black to colours to make tones.</p> <p>Create colour wheels.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p> <p>Experiment with creating mood with colour.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing, based on ideas from other artists.</p>
	<b>Collage</b>	<p>Use a combination of materials that are cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Mix materials to create texture</p>	<p>Select and arrange materials for a striking effect.</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage.</p>	<p>Mix textures (rough and smooth, plain and patterned).</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>