

# ART ROUTE PLANNER

All-Through Curriculum Planning

## **Introduction to Curriculum Route Planners**

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

## Art Route Planner

	Assessment Objectives			Suggested learning activities and materials
<p>Years 1-4</p> <p><i>Lower Phase</i></p>	<p>Art is not assessed discreetly until Year Five (middle phase). <i>The following broad objectives are designed to guide teachers in the development of Schemes of Work.</i></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>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,</li> <li>To recognise and describe the differences and similarities between different practices and disciplines, making links to their own work</li> </ul>			<ul style="list-style-type: none"> <li>Dry drawing materials; pencil, pencil crayons, chalk pastels, wax crayons, felt tip pens, charcoal                             <ul style="list-style-type: none"> <li><i>(drawing in various qualities of line, shading, blending and modelling tone and making rubbings)</i></li> </ul> </li> <li>Wet materials; ready mixed paint and block paints, PVA glue, clay and modelling dough                             <ul style="list-style-type: none"> <li><i>(Using brushes and other tools to apply paint, blend paint, mix colours; using modelling tools and their hands to model clay and or dough into a variety of forms; applying and pasting glue to make collages and or mixed media pieces)</i></li> </ul> </li> </ul>
Year 5	Technique and Skills	Observation and Evaluation	Contextual Understanding	<ul style="list-style-type: none"> <li>Dry materials as above plus oil pastels, charcoal pencils and watercolour pencils.                             <ul style="list-style-type: none"> <li><i>(manipulating lines, blending, shading a full range of tone, modelling using cross-hatching, tonal gradations and drawing textures)</i></li> </ul> </li> <li>Wet materials; as above plus printing ink, brush inks or fabric dyes, glaze and acrylic paints.                             <ul style="list-style-type: none"> <li><i>(relief printing, fabric printing and dyeing ; Tint, Scraffito, Impasto and decorative painting methods; coil, slab and modelling techniques in clay)</i></li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>Refine control of techniques.</li> <li>Experiment with materials.</li> <li>Develop the use of tones whilst drawing.</li> <li>Create a 3d sculpture from 2d drawings.</li> </ul>	<ul style="list-style-type: none"> <li>Increase awareness of art, craft and design.</li> <li>Record observations using a sketchbook.</li> <li>Evaluate and review work to identify progress.</li> <li>Be able to work collaboratively.</li> <li>Enable progression of ideas to create a finished <i>art wall</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the historical context of art work.</li> <li>Develop an understanding of artists' life and work.</li> </ul>	
Year 6	<ul style="list-style-type: none"> <li>Apply knowledge of technique.</li> <li>Experiment with material with increased confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Create sketchbooks to record observations</li> <li>Evaluate work and review their own work and that of other artists</li> </ul>	<ul style="list-style-type: none"> <li>Understand the historical context of art work.</li> <li>Develop an understanding of artists'</li> </ul>	<ul style="list-style-type: none"> <li>As above</li> </ul>

# Art Route Planner

		- Enable progression of ideas to	life and work.	
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	<ul style="list-style-type: none"> <li>- Develop skills of 3D drawing using varied tones.</li> <li>- Create 3D forms from 2D drawing.</li> <li>- Understand, and work using, different painting techniques.</li> </ul>	<p>create a finished <i>artwall</i></p>		
Year 7	<ul style="list-style-type: none"> <li>- Be able to develop creativity and ideas</li> <li>- Develop an understanding of artists, architects, designers and crafts people and their work.</li> <li>- Develop drawing skills through pattern and tone</li> <li>- Engage with a more advanced range of techniques and materials</li> <li>- Transfer skills from 2D to 3D.</li> </ul>	<ul style="list-style-type: none"> <li>- Review and refine their own progress in given techniques and materials</li> <li>- use sketch books to document and record process using subject specific vocabulary</li> <li>- Show the ability to work in collaboration with others</li> </ul>	<ul style="list-style-type: none"> <li>- Document a growing appreciation of historical context in relation to specific artists</li> </ul>	<ul style="list-style-type: none"> <li>• Dry drawing materials as above plus: drawing pens, drawing ink (full tonal and textured drawings including figurative tonal modelling, proportion and perspective)</li> <li>• Wet materials as above plus: oil based ink, wax for batik</li> <li>• Glaze under-glaze and varnish. Mod-rock and plaster for modelling in 3D</li> </ul>

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Year 8	<ul style="list-style-type: none"> <li>- Develop the use of tone, pattern and texture in recording from observation</li> <li>- explore material through experimentation</li> <li>- Transfer skills from 2D to 3D.</li> <li>- Gain experience in the use of colour</li> </ul>	<ul style="list-style-type: none"> <li>- Develop independence in their creative thinking responding to a given theme</li> <li>- Research, record and develop ideas using technology</li> <li>- Develop a confident ability to communicate a personal response</li> <li>- Be proficient in the organisation and use of a sketch book</li> <li>- Show the ability of working in collaboration with others</li> <li>- Evaluate outcomes</li> </ul>	<ul style="list-style-type: none"> <li>- Place artists within a social and historical context.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
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## Art Route Planner

Year 9	<ul style="list-style-type: none"> <li>- Develop the use of the formal elements through a range of techniques using line, tone, colour, texture, pattern and form.</li> <li>- Experiment with a range of media and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Collect independent research and document in a variety of ways</li> <li>- Develop a range of ways of analysing art work</li> <li>- Review progress and refine work as it develops.</li> <li>- Consolidate gained experience and skills into a series of final outcomes.</li> <li>- Summarise and reflect upon individual, personal progression.</li> <li>- Record observations in sketch books, journals and other media as a basis for exploring ideas.</li> <li>- Record the progress of their creative thinking when responding to a given theme.</li> </ul>	<ul style="list-style-type: none"> <li>- Gain a wider understanding of the history and context of art, craft and design.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>
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