









## Ashdene Primary School – Art Curriculum

<b>Purpose of Study</b>	Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge 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.				
<b>Aims</b>	<ul style="list-style-type: none"> <li>To produce creative work, exploring their ideas and recording their experiences.</li> <li>To become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> <li>To evaluate and analyse creative works using the language of art, craft and design.</li> <li>To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>				
<b>Curriculum Design</b>	The Ashdene Art Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The Ashdene Art Curriculum is designed to make links with the topics children learn about in the science, geography and history curriculums. Art at Ashdene is taught by a specialist teacher with four year groups having weekly timetabled art sessions each half term.				
<b>Personal development links</b>					
	RESPECT	SMSC	Rights respecting	British Values	Jigsaw
					
					Trips and visits

## Topic Overview by Year Group 2022-2023

	HT1	HT2	HT3	HT4	HT5	HT6
<b>Reception</b>		Seasons and Celebrations	Weaving	Birds and creatures with wings		
<b>Year 1</b>	L.S Lowry		Fairground			Seaside
<b>Year 2</b>		London		Rainforests	Quarry Bank Mill Styal	Animals
<b>Year 3</b>	Stone age to iron age		Portraits		Egyptians	
<b>Year 4</b>		Rivers	F1 Racing Cars		Drawing – The Greeks	Coasts



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*Excellence: everyone, everywhere, every day*

Year 5	Space			Graffiti	Mayans	Volcanos
Year 6	Industrial Revolution in Britain – Quarry Bank Mill (Styal)		Self-portraits	Cells		Comic-Strip















SAMPLE










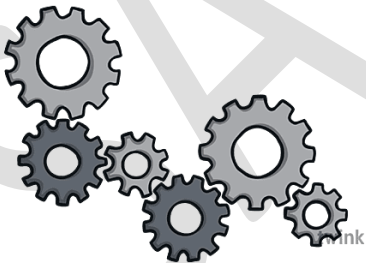


## Year 2 HT5 - Styal Quarry Bank Mill

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Revisit of prior knowledge	Revisit colour theory knowledge. Discuss primary and secondary colours and hot and cold colours	Revisit what they can remember from their trip to Quarry Bank Mill earlier this week.	Revisit the weaving process (covered in Reception – weaving with paper and wool.)	Revisit the weaving process; under and over, how to tie a knot.	Revisit the weaving process; under and over, how to tie a knot. Revisit week 1; 'concentric' circles.	Revisit the weaving skills they have learnt this project.
Lesson sequence	<p><b>Colour Theory</b> Revisit colour theory knowledge. Discuss primary and secondary colours and hot and cold colours.</p> <p><b>Analyse</b> Look at paintings by the artist, Wassily Kandinsky. Focus on his paintings featuring concentric circles and primary and secondary colours.</p> <p><b>Explore / Control</b> Children to explore mixing secondary colours from primary colours using poster paint on circular paper plates.</p> <p>Demonstrate how to paint concentric circles.</p>	<p><b>Artist link / Styal Quarry Bank Mill</b> Reference this week's trip to Styal Quarry Bank Mill. Retrieval – what can they recall?</p> <p><b>Analyse</b> Children to look at circular shapes to be found in images from Quarry Bank Mill – the water wheel, wheels and cogs in the weaving machinery.</p> <p>Look at textile outcomes by the British textile artist, Michael Brennand-Wood. Focus on his use of circular shapes and bold colour. Look at his use of textile materials.</p>	<p><b>Weaving.</b> What is weaving? Children to practice how to weave on a paper plate Children to learn the weaving process; under and over sequence. Children to learn how to change the colour of their wool by tying a knot.</p>	<p><b>Weaving.</b> Children to continue with their paper plate wool weavings. Recap the weaving process. Children to use primary and secondary coloured wool.</p>	<p><b>Weaving.</b> Children to continue with their paper plate wool weavings. <b>Explore</b> different colours and layering the concentric circles of wool.</p>	<p><b>Explore</b> different colours and layering the concentric circles of wool. Children to complete their final outcomes by finishing off their weavings and tidying up any loose ends of wool. Children to peer assess their mixed-media artwork and reflect on the learning that went on to produce their outcomes.</p>



	Substantive knowledge			Disciplinary Knowledge (Quality, value, paradigms)
	Personal Development	Practical (Component knowledge of drawing, painting, sculpture)	Theoretical (History of art, influences)	
1	 	<p>Children to look at Wassily Kandinsky's paintings of concentric circles. Children to identify the primary and secondary colours featured.</p> <p>Children to paint concentric circles on paper plates. Using poster paints, they use primary colours to mix secondary colours.</p>	<p>The Russian painter, Wassily Kandinsky, explored shape and colour in his abstract paintings.</p>  	<p>Can the children identify primary and secondary colours? Can they identify hot and cold colours?</p> <p>Can children recall that a shape is a flat area surrounded by an edge or an outline. Can children talk about the circles they can see? Children understand that concentric circles are circles within circles Children understand that contrasting colours have higher impact.</p> <p>Children are encouraged to explore mixing secondary colours and creating concentric circles. Children to paint in a controlled way. Children to understand how to wash and dry their brush when changing colour and why this is important – to prevent muddying the paint.</p>
2	    	<p>Children to look at Michael Brennand-Woods mixed-media pieces - focus on his more textile works. Children understand that he creates overlapping layers of shape and colour. That he often incorporates a textile process called weaving.</p>	<p><b>Contemporary</b></p> <p>To know that from a young age, the British textile artist, Michael Brennand-Wood, was inspired to create and weave by his grandfather, an engineer, and his grandmother, a weaver at a local mill. To know that Brennand-Wood explores shape, colour and texture in his artwork.</p>  	<p>Following their visit to Styal Quarry Bank Mill...</p> <p>Children to Know that Styal Quarry Bank Mill is one of the earliest landmarks of the Industrial Revolution, built in 1784. It was a weaving and cotton spinning mill and was built on the banks of the River Bollin because the river provided a source of power. The mill was driven by a huge water wheel and that the mill's machinery contained wheels and cogs.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4">https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4</a></p>   

3	  <p>What is weaving?</p> <p>Children to understand that their paper plate is their loom. Children to learn about the weaving process; the under and over sequence.</p> <p>Children to practice how to weave on their paper plate loom using wool that is a primary or secondary colour.</p>		<p>Recall that weaving is a textile craft.</p> <p>Do the children know that many materials can be used to weave with e.g. yarn, paper, fabric, pipe cleaners, string, sticks, etc?</p> <p>Children to know that the loom is the equipment used in weaving.</p> <p>Children know that weaving can be done by hand or by machine.</p>
4	  <p>Children to know how to weave on their paper plate loom. Children to understand the weaving process; under and over sequence.</p> <p>Children to learn how to change the colour of their wool by tying a knot.</p>		<p>Children to know how to tie a knot to begin with. Children to know to use a piece of wool no longer than the length of their arm and why this helps – the wool is less likely to tangle. Children to know them can only weave in one direction – clockwise or anti-clockwise. Children to know to repeat the under and over sequence when weaving.</p> <p>Children to know to attach the next piece of wool when only a finger's length is left.</p>
5	   <p>Children to continue weaving on their paper plate loom. Children to know how to change from one colour wool to another by tying a knot.</p> <p>Children to create concentric circles of woven wool on their paper plate looms.</p>		<p>Can the children identify that their woven circles of wool are creating concentric circles?</p> <p>Link their concentric painted and woven circles to the wheels found in Styal Mill's weaving machinery.</p> <p>Know that wheels are circles and can be different sizes.</p> <p>Know that wheels can rotate clockwise and counter-clockwise.</p> <p>Know that cogs are the teeth on the edge of a wheel.</p> <p>Explore how circular shapes can suggest movement.</p> <p>Know that 'composition' is the way a piece of art has been put together or arranged.</p>





6



Children to complete their final outcomes by finishing off their weavings and tidying up any loose ends of wool.



Children to peer assess their mixed-media outcomes and reflect on the learning that went into producing them.

To reflect on their outcomes and what they may want to add/amend in final lesson.  
Share peer successes.

Discuss how they could have painted their concentric circles more neatly.

Are the circles of consistent width?

Are the individual colours clearly visible?

Could the paint be less muddy in areas?

Discuss how they could make their weaving neater?

Pushing knots to the back of the weaving?

Tying up any loose ends?