



## Ranvilles Junior School – our Art & Design Pathway

Be you  
Explore  
Excel

		Art Contextual Strands				Art National Curriculum Statements)			
National Curriculum statement	★ <b>Ambitious Learners</b> <i>Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.</i>	<b>Drawing</b> - Exploring mark making - Experimenting with line, tone and texture. - Using a range of materials to express ideas. - Using sketchbooks to record observations and express ideas. - Learn about how artists develop their ideas using drawings	<b>Painting &amp; Mixed Media</b> - Developing painting skills including colour mixing, using a range of surfaces and a range of tools. - Exploring the interplay between different media within an artwork.	<b>Sculpture &amp; 3D</b> - Investigating ways to express ideas in three dimensions. - Constructing and modelling with a variety of materials, shaping and joining materials skilfully - Developing drawn ideas and plans in to sculpture.	<b>Craft &amp; Design</b> - Designing and making art for different purposes. - Learning new making techniques, comparing these and making appropriate decisions to achieve an outcome. - Developing personal and creative responses to design brief.	<b>AS1:</b> To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	<b>AS2:</b> To create sketch books to record their observations and use them to review and revisit ideas	<b>AS3:</b> 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]	<b>AS4:</b> To learn about great artists, architects and designers in history.
	Year 3	Autumn 1 Context: <b>Sculpture &amp; 3D: Abstract Shape</b>			✓		✓	✓	✓
Summer 1 Context: <b>Drawing: Growing Artists</b> ★		✓				✓	✓	✓	✓
Summer 2 Context: <b>Craft and Design: Making Scrolls</b> ★					✓	✓	✓	✓	✓
Year 4	Autumn 1 Context: <b>Painting &amp; Mixed Media: Light and Dark</b> ★		✓			✓	✓	✓	✓
	Autumn 2 Context: <b>Craft &amp; Design: Fabric of Nature</b>				✓	✓	✓	✓	✓
	Summer 2 Context: <b>Drawing: Power Prints</b> ★	✓				✓	✓	✓	✓
Year 5	Autumn 1 Context: <b>Sculpture &amp; 3D: Interaction Instillation</b> ★			✓		✓	✓	✓	✓
	Autumn 2 Context: <b>Drawing: I need space</b> ★	✓				✓	✓	✓	✓
	Spring 2 Context: <b>Painting &amp; Mixed Media: Portraits</b>		✓			✓	✓	✓	✓
Year 6	Autumn 1 Context: <b>Drawing: Making my voice heard</b> ★	✓				✓	✓	✓	✓
	Autumn 2 Context: <b>Craft &amp; Design: Photo Opportunity</b>				✓	✓	✓	✓	✓
	Summer 2 Context: <b>Sculpture &amp; 3D: Making Memories</b> ★			✓		✓	✓	✓	✓



	<b>Focus</b> The contextual focus for the pupils' learning.	<b>Purpose</b> The importance of the topic in our curriculum.	<b>Our SMSC 'Big Debate' Links</b> <i>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</i> ★		
<b>Year 3</b>	<u>Autumn 1</u> Context: <b>Sculpture &amp; 3D: Abstract Shape</b>	In order to develop the children's knowledge and understanding of structure and sculpture through creating their own artwork inspired by play equipment.	<u>Autumn 1:</u> <b>Making a difference as an individual is more important than as a team.</b>  <u>Autumn 2:</u> <b>Making a positive contribution in the world is your responsibility, not mine.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To join 2D shapes to make 3D structures.	To join materials in different ways when working in 3D.	To develop ideas for 3D artwork.	To apply knowledge of sculpture when working in 3D.	To evaluate and improve an artwork.
	<u>Summer 1</u> Context: <b>Drawing: Growing Artists</b>	★ In order to promote the children's own sense of identity as an artist, through developing their skills of creating shade and texture in drawing, before applying this to observational drawings inspired by nature.	<u>Spring 1:</u> <b>What we have achieved in this century is more significant than the past.</b>  <u>Spring 2:</u> <b>What is more important, physical, social, emotional or mental well-being?</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
To recognise how artists use shape in drawing.	To understand how to create tone in drawing by shading.	To understand how texture can be created and used to make art.	To apply observational drawing skills to create detailed studies.	Lesson 5: Abstract flowers To explore composition and scale to create abstract drawings.	
<u>Summer 2</u> Context: <b>Craft and Design: Making Scrolls</b>	★ Contextually linked to the children's Ancient Egyptian History unit, this unit's purpose is in order to allow children to explore art of the Ancient Egyptians through making scrolls, before applying this to a modern day contemporary form.	<u>Summer 1</u> <b>Embracing diversity enhances understanding and appreciation of the world.</b>  <u>Summer 2</u> <b>I'm Ok – You're OK! Differences are good.</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	
To investigate the style, pattern and characteristics of Ancient Egyptian art.	To apply design skills inspired by the style of an ancient civilisation.	To apply understanding of ancient techniques to construct a new material.	To apply drawing and painting skills in the style of an ancient civilisation.	To apply an understanding of Egyptian art to develop a contemporary response.	

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<b>Year 4</b>	<u>Autumn 1</u> Context: <b>Painting &amp; Mixed Media: Light and Dark</b>	★ In order to develop the children's knowledge and understanding of colour through varying shade and tone, before applying this to create an original still-life piece of art.	<u>Autumn 1: Identity and self-worth are influenced more by change than by context and culture.</u>  <u>Autumn 2: Being powerful is more important than being different.</u>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To know how to create tint and shade of a colour.	To use tints and shades to give a three-dimensional effect when painting.	To explore how paint can create very different effects.	To consider proportion and composition when planning a still life painting.	To apply knowledge of colour mixing and painting techniques to create a finished piece.
	<u>Autumn 2</u> Context: <b>Craft &amp; Design: Fabric of Nature</b>	In order to develop the children's knowledge and understanding of repeating patterns, inspired from nature, before applying this to a purposeful final piece.	<u>Spring 1: Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.</u>  <u>Spring 2: We have the right to learn from our mistakes without being judged.</u>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
To understand starting points in a design process.	To explore techniques to develop imagery.	To explore using a textile technique to develop patterns.	To learn how to create a repeating pattern.	To understand how art is made for different purposes.	
<u>Summer 2</u> Context: <b>Drawing: Power Prints</b>	★ In order to develop the children's creativity and imagination through using a variety of medium (pencil, scissors, wax) to design and create their own print artwork.	<u>Summer 1: Our behaviour should always positively reflect how we value others.</u>  <u>Summer 2: We are all responsible for our environment and natural world to ensure lives are impacted positively.</u>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	
To draw using tone to create a 3D effect.	To explore proportion and tone when drawing.	To plan a composition for a mixed-media drawing.	To use shading techniques to create pattern and contrast.	To work collaboratively to develop drawings into prints.	



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<b>Year 5</b>	<u>Autumn 1</u> Context: <b>Sculpture &amp; 3D: Interaction Instillation</b>	In order to develop the children's creativity and imagination through designing and making a 3D sculpture for a specific purpose / instillation.	<u>Autumn 1</u> <b>Belonging - we should all be free to move between countries.</b>  <u>Autumn 2</u> <b>Being remembered for making a difference is more important than making a difference.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To identify and compare features of art installations.	To investigate the effect of space and scale when creating 3D art.	To problem-solve when constructing 3D artworks.	To plan an installation that communicates an idea.	To apply their knowledge of installation art and develop ideas into a finished piece.
	<u>Autumn 2</u> Context: <b>Drawing: I need space</b>	In order to develop the children's own sense of what the future may hold, linking to their knowledge of space from our science unit. Children will represent their own thoughts and ideas on a collagraph print.	<u>Spring 1</u> <b>Making a difference to the world is critical for the future.</b>  <u>Spring 2</u> <b>The voice of a child is as important and valuable as that of an adult.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To explore the purpose and effect of imagery.	To understand and explore decision making in creative processes.	To develop drawn ideas through printmaking.	To test and develop ideas using sketchbooks.	To apply an understanding of drawing processes to revisit and improve ideas.
	<u>Spring 2</u> Context: <b>Painting &amp; Mixed Media: Portraits</b>	In order to develop the children's own sense of identifying by experimenting with mixed media and creating their own portrait in this style.	<u>Summer 1</u> <b>Being financially safe is just as important as being emotionally safe.</b>  <u>Summer 2</u> <b>Learning together and from our mistakes leads to significant personal growth.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To explore how a drawing can be developed.	To combine materials for effect.	To identify the features of self-portraits.	To develop ideas towards an outcome by experimenting with materials and techniques.	To apply knowledge and skills to create a mixed media self-portrait.

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<b>Year 6</b>	<u>Autumn 1</u> Context: <b>Drawing: Making my voice heard</b>	In order to promote the children's sense of <b>Be You</b> through exploring their own thoughts and beliefs through street art, by learning and applying the technique of chiaroscuro.	<u>Autumn 1</u> <b>It is important that some personal information is in the public domain.</b>  <u>Autumn 2</u> <b>Change always has a positive impact.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To explore expressive drawing techniques.	To consider how symbolism in art can convey meaning.	To apply understanding of the drawing technique chiaroscuro.	To evaluate the context, intention and value of street art.	To apply an understanding of impact and effect to create a powerful image.
	<u>Autumn 2</u> Context: <b>Painting &amp; Mixed Media: Portraits</b>	In order for all children to express their own identity through designing and creating their own self-portrait through selecting and combining different materials for effect.	<u>Spring 1</u> <b>It is possible to break the cycle of injustice.</b>  <u>Spring 2</u> <b>Together we can make our world more sustainable for everyone.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To explore how a drawing can be developed.	To combine materials for effect.	To identify the features of self-portraits.	To develop ideas towards an outcome by experimenting with materials and techniques.	To apply knowledge and skills to create a mixed media self-portrait.
	<u>Summer 2</u> Context: <b>Sculpture &amp; 3D: Making Memories</b>	In order to use and apply the children's knowledge of 3D art to design and create a sculpture commemorating the memories they have as they leave Junior School.	<u>Summer 1</u> <b>Fair trade is fair.</b>  <u>Summer 2</u> <b>Every individual can leave a positive legacy.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>
	To analyse how art can explore the concept of self.	To explore sculptural techniques.	To use creative experience to develop ideas and plan a sculpture.	To apply an understanding of materials and techniques to work in 3D.	To problem solve, evaluate and refine artwork to achieve a chosen outcome.