

Art at Antingham & Southrepps - We are Artists

Our Curriculum Drivers:

Aspirations	To have high aspirations for my future and know all of the available opportunities open to me
Independence	To have the independence to be able to reach my full potential and take responsibility
Mental and Physical Health	To value my own self-worth to be the best I can be
Resilience	To have the courage to bounce back from failure or challenges and grow as an individual

INTENT

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.

National Curriculum 2014

We feel privileged and honoured that we have a working artist who teaches art, design and DT across the school from EYFS to Year 6. Children have a weekly 1 hour lesson with our artist teacher in a dedicated art studio space. We feel our curriculum is broad, balanced and progressive with clear and purposeful outcomes. We have artist links within the local community and have recently begun our Arts Mark application (May 2021).

IMPLEMENTATION

EARLY YEARS

In the Early Years, pupils will have access to mark-making areas in classrooms which include an appropriate range of materials, for example, paint, pencil, chalk, pastel and charcoal. Also, a range of implements will be ready and available for all pupils to use in the Early Years. For example, brushes and sponges. Papers of different textures, shapes, sizes, and colours will also be available for the children to use and experiment with. Additionally, other surfaces for mark making will be accessible for children to use. For example, chalk boards, whiteboards, easels, and large surfaces.

Pupils will learn to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will be encouraged to use what they learn about media and materials in original ways, thinking about uses and purposes. A range of pictures and books showing a variety of artistic styles and ways of representation, including different cultural contexts, will also be shown and taught to pupils.

KEY STAGE 1

At Antingham and Southrepps Primary School, it is our intention to offer all pupils a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Pupils will use a range of materials creatively to design and make products. Pupils in Key Stage 1 will develop their skills when using different mediums- drawing, painting and sculpture. Pupils will develop and share their ideas, experiences and imagination through the art work they study and discuss as well as the individual/group pieces that they produce. Across the Key Stage, pupils will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils will work from observation and known objects in order to develop their pieces of work. Pupils will be encouraged to use their imagination to form simple images from given starting points. Pupils will begin to collect ideas in sketchbooks and taught how to record their ideas effectively. Working with different materials will be something that children will be introduced to; a good foundation will be laid for children in regards to using different materials. Pupils will begin to think what materials best suit the task or the artist/movement of work being studied.

KEY STAGE 2

Pupils will create sketch books to record their observations and use them to review and revisit ideas through the year. Across Key Stage 2, pupils will improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay). Pupils will be taught to effectively and appropriately develop ideas by confidently selecting suitable materials. Teachers will demonstrate to pupils how to improve the quality of their sketchbook with mixed media work and annotations. Children will learn to select their own images and starting points for work. By doing this, pupils will develop artistic/visual vocabulary and they will be able to communicate their ideas and opinions when talking about their work and the work of others. Towards the end of the Key Stage, pupils will begin to explore possibilities, using and combining different styles and techniques based on the artists and movements they are taught and study. Teachers present content clearly, promoting appropriate discussion and ensuring pupils can evaluate the work of world artists and designers they have studied. They check pupils' understanding of how to use art and design as a means of self-expression, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their art teaching as necessary.

IMPACT

Teaching and Planning	Assessment
<ul style="list-style-type: none">✓ The school's curriculum map shows the units to be covered each term✓ Use the school's medium term plan for each unit of work	<ul style="list-style-type: none">✓ AFL should be used within each lesson to establish next steps for pupils.✓ Mini 'quizzes' should take place regularly to ensure content and skills are being learnt

<ul style="list-style-type: none"> ✓ Ensure plans are annotated and adapted to show how less able and those new to English will access the content. ✓ Ensure more able children are planned for so that they can deepen knowledge and skills. 	<ul style="list-style-type: none"> ✓ Artistic skills should be seen and assessed within the lessons <p>EYFS:</p> <ul style="list-style-type: none"> ✓ Teachers and TA's make observations regarding the pupils' development in this subject.
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MARKING AND FEEDBACK

Our art and design teacher use a variety of strategies such as regular and consistent feedback, coherently planned and engaging learning experiences and the use of individual sketchbooks to evaluate the knowledge, skills and understanding that our children have gained in art and design during each half-termly unit. As a result, pupils develop detailed knowledge and skills across the art and design curriculum and achieve the best possible outcomes; therefore, producing work of a high quality. Our pupils are equipped with the essential art and design knowledge and skills needed for the next stage in their education and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations.

Work should be marked according to the school marking policy by using:

- ✓ Peer and self-assessment
- ✓ Verbal feedback
- ✓ Written feedback

EYFS

Our children in EYFS will have experience of:

- ✓ Beginning to use a variety of drawing tools
- ✓ Using drawings to tell a story Investigate different lines
- ✓ Exploring different textures Encourage accurate drawings of people
- ✓ Experimenting with and using primary colours
- ✓ Naming colours
- ✓ Mixing (not formal)
- ✓ Learning the names of different tools that bring colour
- ✓ Using a range of tools to make coloured marks on page
- ✓ Handling, manipulating and enjoying using materials
- ✓ Sensory experiences
- ✓ Simple collages
- ✓ Simple weaving
- ✓ Handling, feeling, enjoying and manipulating materials
- ✓ Constructing
- ✓ Building and destroying
- ✓ Shape and model
- ✓ Rubbings
- ✓ Print with variety of objects
- ✓ Print with block colours
- ✓ repeating patterns
- ✓ irregular painting patterns
- ✓ Simple symmetry

MILESTONES:

Years 1 & 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. • Sketch (lightly) before painting to combine line and colour.

<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. • Use a wide range of tools to create different textures, lines, tones, colours and shapes. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> • Experiment with creating mood with colour. • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. • Use different harnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. • Create images, video and sound recordings and explain why they were created. • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • Enhance digital media by editing (including sound, video, animation, still images and installations). • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles
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	OUR KEY CONCEPTS				
	Drawing and Painting	Sculpture	Textiles	Printing	Collage
EYFS	Opportunities to explore and use a variety of materials. Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. Use simple tools and techniques competently and appropriately. Create simple representations of events, people and objects. Choose particular colours to use for a purpose. Collaborative artwork. A look at famous artists work. Displaying their drawings. Circle times discussing artwork.				
Year 1	Show pattern and texture by adding dots and lines Colour (own work) neatly following the lines Show different tones by using coloured pencils Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones	Use techniques such as rolling, cutting, moulding and carving Use rolled up paper, straws, paper, card and clay as materials Use a combination of shapes	Use weaving to create a pattern Join materials using glue and/or a stitch Use dip dye techniques	Use repeating or overlapping shapes Press, roll, rub and stamp to make prints Experimenting with shapes and objects	Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture

Year 2	<p>Draw lines of different sizes and thickness</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>Add white to colours to make tints and black to colours to make tones</p> <p>Use thick and thin brushes</p> <p>Mix primary colours to make secondary colours</p>				
Year 3	<p>Use different hardness of pencils to show line, tone and texture</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 coiling, overlapping, tessellation, mosaic and montage</p> <p>Annotate sketches to explain and elaborate ideas</p> <p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines</p> <p>Mix colors effectively</p> <p>Use water color paint to produce washes for backgrounds then add detail</p>			<p>Use layers of two or more colors</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>Explore ideas in a variety of ways</p>	<p>Select and arrange materials for a striking effect</p> <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>Join materials using glue and/or a stitch</p>
Year 4	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns & lines</p> <p>Mix colors effectively</p> <p>Use watercolor paint to produce washes for backgrounds then add detail</p> <p>Experiment with creating mood with colour</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>Select & arrange materials for a striking effect</p> <p>Ensure work is precise</p>	<p>Create and combine shapes to create recognizable forms (e.g. shapes made from nets or solid materials)</p> <p>Include texture that conveys feelings, expression or movement</p> <p>Use clay & other moldable materials (modroc)</p> <p>Add materials to provide interesting detail</p>	<p>Shape & stitch materials</p> <p>Use basic cross stitch & back stitch</p>	<p>Build up layers of colors</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> <p>Give details (including own sketches) about the style of some notable artists, artisans and designers (Walt Disney/Andy Warhol)</p> <p>Try out tools and techniques, applying them to materials and processes</p> <p>Create original pieces that show a range of influences and styles</p>	<p>Mix textures (rough and smooth, plain and patterned)</p> <p>Combine visual and tactile qualities</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>
Year 5	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) using charcoal and pencil</p> <p>Tessellation</p> <p>Ancient Islam</p> <p>Choose a style of drawing</p> <p>Sketch (lightly) before painting to combine line and color</p> <p>Use the qualities of watercolor and acrylic paints to create visually interesting pieces</p> <p>Combine colors, 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>Show life-like 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>			
Year 6	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) using charcoal and pencil</p> <p>Build up layers of colors</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>				

Progression of Vocabulary

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Activities & Techniques	Look, Explore, Play, Discover, Draw, Paint, Make, Mark making, Print, Fold, Cut, Tear, Stick, Collage	Look, Explore, Play, Discover, Draw, Sketch, Sketchbook, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage	Look, Explore, Discover, Experiment, Draw, Sketch, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage,	Look, Explore, Discover, Experiment, Draw, Sketchbook, Mark making, Observational Drawing, Make, Paint, Print, Fold, Cut, Tear, Stick, Collage, Reconstruct	Look, Explore, Discover, Experiment, Draw, Sketch, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Reconstruct, Animate, Layering, Sew, Mixed Media,	Look, explore, experiment, draw, sketch, sketchbook, drawing, mark making, collect, draw what you see, make, paint, print, stick, collage, transform, layer, mixed media	Look, Explore, Discover, Experiment, Draw, Sketch, Sketchbooks, Mark Making, Collect, drawing what you See, Draw, Make, Paint, Print, Monoprinting, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Reconstruct, Animate, Layering, Sew, Mixed Media,
Materials	Pencil, Charcoal, pastels, watercolour & poster paint, chalk, paper, glue, string, fabric, clay & plasticine.	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Poster Paint, Watercolour, Card, Paper, Fabric, String, Thread, PVA, Glue Sticks, Clay, Plasticine,	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Carbon paper, Paper, Fabric, String, Thread, PVA, Glue Sticks, Modroc, Clay, Plasticine	Pencil, Pen, Graphite, Charcoal, Wax, Pastels, Paint, watercolour, poster, acrylic. Carbon Paper, Fabric, PVA, Glue sticks, Clay, Wire.	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Carbon paper, Paper, Fabric, String, Thread, PVA, Glue Sticks, Modroc, Clay, Plasticine, Wire, Found Objects,	Pencil, pen, graphite, charcoal, wax, pastels, poster, watercolour & acrylic paint, card, carbon paper, fabric, PVA, clay, found objects, wire, digital media, thread.	Pencil, Pen, Graphite, Charcoal, Wax, Soft Pastel, Chalk, Oil Pastel, Poster Paint, Acrylic Paint, Watercolour, Card, Carbon paper, Paper, Fabric, String, Thread, PVA, Glue Sticks, Digital Media, Modroc, Clay, Plasticine, Wire, Found Objects,
Concepts	Key artist, line, shape, dark and light, pattern, texture, primary colours & colour mixing.	Key artist, Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d,	Key artist, line, Shape, Dark & Light, Pattern, Texture, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Model, Space,	Key artist, line, shape, dark & light, pattern, texture, decorate, colour mixing, colour wheel, primary & secondary colours, 2D, 3D, observational drawing, figurative, portrait, landscape, still life, sculpture, model, architecture, Maquette, design, space.	Key artist, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Model, Space, Design, Design through Making, Fashion,	Key artist, line, shape, dark & light, pattern, texture, relief, colour mixing, colour wheel, primary & secondary colours, 2D, 3D, positive & negative, observational drawing, experimental drawing, intention, gesture, primary & secondary source, imagination, memory, figurative, landscape, portrait, still life, architecture, sculpture, armature, maquette, model, space, design, design through making	Key artist, Line, Shape, Dark & Light, Pattern, Texture, Relief, Decorate, Colour Mixing, Colour Wheel, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Intention, Gesture, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, still life, Architecture, Sculpture, Maquette, Armature, Model, Space, Design through Making, Fashion,

Our Unit Overviews

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	Be Positive	Take Part	Aim High	Be Respectful	Keep Trying	Challenge Yourself
Curriculum Drivers	Aspirations - To have high aspirations for my future and know all of the available opportunities open to me Independence - To have the independence to be able to reach my full potential and take responsibility Mental and Physical Health - To value my own self-worth to be the best I can be Resilience - To have the courage to bounce back from failure or challenges and grow as an individual					
Whole School Enhancement Events	International Day Halloween Harvest Festival World Peace Day School Council Elections	Pink Day Christmas Fair & Enterprise Project Black History Month Anti-Bullying Week Odd Socks Day	STEM Day World Book Day Children's Mental Health Week Safer Internet Day LGBT Week	Easter Bonnet Parade Aspirations Week Arts Week Sports Week	A&S Talent Show Christian Aid Week Wheels Week Sports Day Autism Awareness Week	Summer Fair & Enterprise Project Leavers & Prize Giving Art Exhibition Environmental Science Project
CYCLE A Years R & 1	Designer; Cath Kidston 'London Icon' pattern Collage		Artist; Julian Opie Painting	Artist; David Hockney Drawing & Painting	Illustrator; Oliver Jeffers Mixed Media	Artist; Tony Cragg Mixed media & Sculpture
CYCLE B Years R & 1	V & A portrait miniatures Collage & Clay	Artist; John Craske (Norfolk artist) Key artwork; 'Crab boat at sea' Collage & Painting	Colour mixing & decoration Painting	Key artist; Eric Carle Painting	Key artist; Emily Kngwarreye Painting & Printing	Key artist; Ruth Spaak Key artwork; 'Recycled Tile' Mixed Media
CYCLE A Years 2 & 3	Self Portraits Key artwork; Samuel Pepys Drawing	Key artist; Sonia Delaunay Key artwork; 'Electrical Prism' Collage & printmaking	Key artwork; Lightboxes/Peepshows from V&A Mixed Media			Key artist; Tor Falcon (Norfolk artist) Key artwork; 'The swan at Ringland' Collage & Painting
CYCLE B Years 2 & 3	Key artist; Nicola Hicks Key artwork; 'LA Confidential' Clay Sculpture	Key artist; Tulio Crali Clay Relief		Key artist; Henri Rousseau Key artwork; 'Tiger in a tropical storm' Drawing		Key artwork; Cave drawing at Lascaux, France Drawing
CYCLE A Years 4, 5 & 6	Key artist; Willem Kalf Key artwork; Still life with drinking Horn' Painting	Key artist; Esther Mahlangu Key artwork; BMW 525i, 1991 Sculpture & Printmaking		Key artist; Dewi Rhys Jones Key artwork; 'Abstract' Collage & drawing		Key artist; Claude Buckle & Michelle Reader Drawing & Sculpture
CYCLE B Years 4, 5 & 6	Key artwork; Nasa space images & Alma Thomas Drawing		Key artist; Wilkinson Key artwork; 'Dazzle' Op art design on ships. Painting		Key artist; Grayson Perry Key artwork; Clay vessel, (Myths & Legends) Drawing & Clay vessel	Key artist; Norman Ackroyd (Scotland etchings & tartan design) Printmaking
CYCLE C Years 4, 5 & 6	Key artwork; Viking coin design of animals from Fitzwilliam Museum Clay Relief	Key artist; Lilian Nielson Key artwork; 'Rough seas, Todhead Lighthouse' Painting		Key artist; Pissanello Key artwork; 'Hare' Drawing	Key artist; Frida Kahlo Key artwork; 'Self portrait with thorn necklace' Painting & Printmaking	Key artist; Picasso Key artwork; ' Bull' Sculpture & drawing

ASPIRATIONS FOR THE FUTUE

Pupils develop an understanding of how subjects and specific skills are linked to future jobs. Here are some of the jobs you could aspire to do in the future as an Artist:

Art Therapist	Fine Artist	Graphic Designer
Illustrator	Animator	Jewellery Designer
VFX Artist	Special Effects Technician	Community Arts Worker

Our Feeder High Schools KS3 Year 7 Art Curriculum Snapshot

Cromer Academy	<p>Developing drawing, painting and observational study skills with a focus on tones, hues, colour theory and blending</p> <p>Developing a critical understanding of Friedensreich Hundertwasser's work. Looking at distortion, scale, colour theory and shapes.</p>	<p>Developing drawing, painting and observational study skills with a focus on tones, hues, colour theory and blending.</p> <p>Developing a critical understanding of Friedensreich Hundertwasser's work. Looking at distortion, scale, colour theory and shapes.</p>	<p>Developing drawing, painting and observational study skills with a focus on tones, hues, colour theory and blending</p> <p>Developing a critical understanding of Friedensreich Hundertwasser's work. Looking at distortion, scale, colour theory and shapes.</p>
North Walsham High School	<p>How can art tell a story? Palaeolithic – Roman – Greek</p> <p>How can art tell a story? Medieval – Gothic</p>	<p>How an art tell a story? Medieval – Gothic</p> <p>Should art just be for religion? Renaissance - Baroque</p>	<p>How can light and dark be used to show drama? Renaissance – Baroque</p> <p>How can art use the imagination? Romanticism – Edo Japanese</p>
Aylsham High School	<p>In art, craft and design, students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artefacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently. They develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich their lives.</p> <p>https://www.aylshamhigh.com/attachments/download.asp?file=438&type=pdf</p> <p>https://www.aylshamhigh.com/attachments/download.asp?file=439&type=pdf</p>		