



The Holden  
School

"Children at the heart of everything we do"

## Curriculum Intent

*ART*

Subject Lead: Olivia Whittle

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Subjects included: ART

 The Holden School, Firs Lane, Leigh, Wigan, Lancashire WN7 4SB

Waterloo Lodge School Ltd • Registered Office: 1 Merchants Place, River Street, Bolton, Lancashire BL2 1BX • Registered in England No 03921801



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## ART Curriculum Intent

The aim of the Art curriculum at The Holden School is to prepare all of our children for life in Modern Britain. We aim to achieve this by encouraging discussions during our lessons to help pupils learn creative skills, be respectful to others when giving their opinions and to help them improve and modify their work. The pupils will also be made aware Art in Modern Britain, they will be encouraged to develop and express opinions about what they like and will learn to respond to the work of others creatively. The curriculum also encourages the pupils to increase their resilience so that they can succeed in the future. Pupils will learn to explore and develop confidence when working with a range of materials. They will learn to refine their work and develop their own personal responses and follow their own lines of enquiry.

All art teachers have expert knowledge of the content they deliver. Any gaps in their knowledge will be supported once identified so that the pupils are not disadvantaged. Art has excellent long term planning and resources, accessible to all staff members so as to enable students to understand key concepts, and also generate appropriate discussions. Long-term planning is also designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before so students can work towards defined end points. Teachers will regularly assess pupils' understanding via discussion, regular marking and end of topic assessment in order to inform teaching. This will help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts. We plan for all students to achieve their personal best academically which means our learning journey aims to prepare students for their BTEC in Art and Design. Students will also have the opportunity to complete AQA Unit Awards in Art and design in key stage 3 and 4.

Assessment is as central to effective teaching and learning in Art education as it is in any other subject. Effective use of assessment allows pupils and teachers to reflect on the learning that has taken place, increases motivation for learning and helps to demonstrate impact. Assessment is regular and informs all parties of progress, however, is often informal and will provide opportunities to evaluate and critique their own and others work. Art lends itself brilliantly for cross curricular opportunities. Drawing and using a range of materials will develop skills that can be used in Maths, English, Biology, RE, PE, Humanities, and especially SMSC.

It is important that all children leave The Holden School with an understanding of Modern Britain and the world they are growing up in, having learned how to live alongside, and show respect for, a diverse range of people. The Art Faculty understands that everyone is protected under the Equality Act 2010 from any form of discrimination. This includes promoting high standards of behaviour and conduct during social interactions, promptly and appropriately managing inappropriate behaviour. Identifying opportunities for students to work collaboratively in diverse groups. Planning creative and respectful ways of introducing diversity, referring and using examples from a variety of cultures, religions and traditions and challenging stereotypes.

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## Teaching & Learning In Art and design

### **What does excellent teaching and learning look like in Art?**

Excellent art teaching and learning will ensure the learner is at the centre of what is being taught. The physical and emotional environment in the art classroom will enable learners to feel safe enough to take risks in their learning and respond to teachers and their peers positively. Art enables students to explore media, ideas and concepts in a personal way that relate to themselves and to society as a whole and will always be conducted in a safe and respectful environment. If children feel safe, supported and confident enough to answer questions and take part in discussions it is not only easier for them to achieve all they can but it lends itself to make the teachers job of assessment and future planning easier. Art builds self esteem. Pupils will experience success and develop pride in their work which we will celebrate through display and exhibitions in school, through websites and dojo.

### **How is Art taught in the Holden School Curriculum (EYFS, KS1 & KS2)?**

The EYFS, KS1 and KS2 curriculums will follow the guidance of the art scheme selected from Plan Bee. It provides a comprehensive spiral curriculum for Art education. The scheme is fully resourced and ensures progression in knowledge, attitudes and values, and skills – including the key skills of drawing, painting, sculpture, ceramics known to improve outcomes for children. It is also mapped to the new DfE guidance and the National Curriculum, Curriculum for Excellence and Ofsted's requirements.

### **How is Art and design taught in the Holden School Curriculum (KS3)?**

The KS3 curriculums will follow national curriculum and the statutory guidance as set out by the government. Students in KS3 will also have the opportunity to complete AQA Awards. Teachers will have full access to all resources that support these curriculums. All teachers will be expected to pay attention to the planning and relevant resources to generate rich discussion during lessons. All objectives are clearly differentiated to create stretch and challenge for all pupils to progress. Due to class sizes, feedback to student can be given in lessons. Other resources are available to help support teachers and students. Alternatives will be available for pupils with sensory issues. These resources are used consolidate and enhance pupil learning and understanding of the topics covered.

### **How is Art and design taught in the Holden School Curriculum (KS4)?**

All Year 10 and 11 pupils will be offered the opportunity to undertake a Level 1 BTEC in Art and design aiming to achieve either the Award or Certificate qualification. Teachers will have full access to all resources that support this curriculum. All teachers of Art will be expected to pay attention the planning and relevant resources to generate rich discussion during lessons, as stated above. All objectives are clearly differentiated to create stretch and challenge to ensure all pupils progress. Due to class sizes feedback to student will be given as soon as possible. Teachers are follow the specification of the BTEC to ensure that all assessment objectives are met in order to allow all pupils to be successful.

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## Teaching & Learning In Art and design

### **How is reading promoted in Art?**

All teachers of art are expected to be aware of each pupil's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged in every lesson and appropriate questioning of knowledge is utilised so each learner is more able to build upon their art knowledge whilst improving their reading. Opportunities to learn more about the life and work of a wide range of art will be encouraged.

### **How is careers promoted in Art?**

Careers in Art is an important element of pupil learning within the subject. Art has opportunities for pupils to develop practical skills when using a wide range of materials. This will help develop confidence when manipulating materials. Resilience when coping with mistakes. Evaluation skills when learning to develop ideas and refining and improving their work independently. Art also ensures that focus is on the new Careers Framework with its schemes of work and medium-term plans.

### **How is Social, Moral, Spiritual, Cultural (SMSC) and British Values promoted in Art?**

Art at The Holden School enables our pupils to recognize how to be healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the SMSC issues that are part of growing up. Art tackles many of the SMSC criteria in its topic areas, especially those concerning understanding and respecting those who are different to us and understanding their cultural heritage, religion and beliefs. Pupils learn about their rights and responsibilities in regard to UK law, to allow them to recognize what constitutes respect and evaluation skills towards their own and others work.

The fundamental British Values are promoted through the overarching aims and objectives of SMSC by supporting our pupils to become healthy, respectful, and responsible members of society, as well as preparing them for life and work in modern Britain. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

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## Skills and Progression

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be seen on the following pages.

## Measuring Impact in Art

At Holden School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment. This system uses the 'Holden School Steps' Assessment Framework. The 'Holden School Steps' covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum helping to ensure that learning builds upon prior attainment. Each Step of the framework represents the corresponding academic year – so a child working on Step 7 would be working broadly in line with students in year 7 at a mainstream school, and all objectives are linked directly to the National Curriculum. A child who masters all 11 steps will be expected to leave the school with an excellent GCSE grade in maths. The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Core Theme	Year	Pupils Learn To
Super Sculptures	KS1 Cycle A	I can explain my personal responses to pieces of art
Super Sculptures	KS1 Cycle A	I can combine simple 2-D shapes to make a human form
Super Sculptures	KS1 Cycle A	I can use found objects and everyday materials to make a sculpture with human form
Super Sculptures	KS1 Cycle A	I can express personal responses to the works of well-known artists
Super Sculptures	KS1 Cycle A	I can create art showing the human form using simple lines and shapes
Super Sculptures	KS1 Cycle A	I can express personal responses to my own art work and that of others
Super Sculptures	KS1 Cycle A	I can describe and discuss my own responses to sculptures by well-known artists
Super Sculptures	KS1 Cycle A	I can create sculptures with contrasting inside/outside spaces
Super Sculptures	KS1 Cycle A	I can explain my own process and identify ways of improving my own art
Super Sculptures	KS1 Cycle A	I can describe and discuss my own responses to sculptures by well-known artists
Super Sculptures	KS1 Cycle A	I can create kinetic sculptures that move in the wind
Super Sculptures	KS1 Cycle A	I can explain my own process and identify ways of improving my own art
Super Sculptures	KS1 Cycle A	I can make a colourful, shiny, curvy sculpture inspired by the work of Dale Chihuly
Super Sculptures	KS1 Cycle A	I can explain their own process and identify ways of improving their own art

Core Theme	Year	Pupils Learn To
Giuseppe Arcimboldo	KS1 Cycle A	I know who Arcimboldo was and where he lived
Giuseppe Arcimboldo	KS1 Cycle A	I can identify which medium Arcimboldo used for his work
Giuseppe Arcimboldo	KS1 Cycle A	I can compare Arcimboldo's portraits
Giuseppe Arcimboldo	KS1 Cycle A	I can say which materials Arcimboldo used to represent each season
Giuseppe Arcimboldo	KS1 Cycle A	I can say why Arcimboldo used different materials to represent each season
Giuseppe Arcimboldo	KS1 Cycle A	I can think of different items that I would use to represent an event
Giuseppe Arcimboldo	KS1 Cycle A	I can match each of Arcimboldo's element paintings to its title
Giuseppe Arcimboldo	KS1 Cycle A	I can think of items they would use to represent an element
Giuseppe Arcimboldo	KS1 Cycle A	I can make decisions about colour, texture and pattern when creating their representation of an element
Giuseppe Arcimboldo	KS1 Cycle A	I can explain why Arcimboldo used different flowers for each part of the portrait
Giuseppe Arcimboldo	KS1 Cycle A	I can make decisions about texture, colour and size when making their own portraits
Giuseppe Arcimboldo	KS1 Cycle A	I can suggest why the paintings might have been given those titles
Giuseppe Arcimboldo	KS1 Cycle A	I can make choices when selecting which animals to use in their portraits
Giuseppe Arcimboldo	KS1 Cycle A	I can use oil paints effectively
Giuseppe Arcimboldo	KS1 Cycle A	I can talk about their work and compare it to the work of Arcimboldo
Giuseppe Arcimboldo	KS1 Cycle A	I can make decisions about which items to include in their self-portrait

Core Theme	Year	Pupils Learn To
Giuseppe Arcimboldo	KS1 Cycle A	I can describe the differences and similarities between the work of Arcimboldo and my own
Giuseppe Arcimboldo	KS1 Cycle A	I can describe the differences and similarities between the work of Arcimboldo and another artist
Colour Creations	KS1 Cycle A	I can name a variety of colours
Colour Creations	KS1 Cycle A	I can choose a favourite colour and give reasons for their choices
Colour Creations	KS1 Cycle A	I can identify objects that are associated with various colours
Colour Creations	KS1 Cycle A	I know what primary colours are
Colour Creations	KS1 Cycle A	I know know who Piet Mondrian is
Colour Creations	KS1 Cycle A	I can create artwork in the style of Mondrian using primary colours
Colour Creations	KS1 Cycle A	I know what the primary colours are
Colour Creations	KS1 Cycle A	I know what secondary colours are
Colour Creations	KS1 Cycle A	I can mix primary colours to create secondary colours
Colour Creations	KS1 Cycle A	I know how to create lighter shades of a colour
Colour Creations	KS1 Cycle A	I know how to create darker shades of a colour
Colour Creations	KS1 Cycle A	I can create monochrome works of art by mixing shades of one colour
Colour Creations	KS1 Cycle A	I know who Kandinsky is
Colour Creations	KS1 Cycle C	I can use my knowledge of colour to create artwork in the style of Kandinsky
Colour Creations	KS1 Cycle C	I can evaluate their finished artwork and state what they think and feel about it

Core Theme	Year	Pupils Learn To
Self Portrait	KS1 Cycle B	I know the difference between a portrait and a self portrait
Self Portrait	KS1 Cycle B	I can talk about the work of a variety of artists and say what I think and feel about it
Self Portrait	KS1 Cycle B	I can compare and describe a variety of self portraits
Self Portrait	KS1 Cycle B	I can identify aspects of self-portraits and say what they think and feel about them
Self Portrait	KS1 Cycle B	I can choose use objects and poses which convey aspects of their personality
Self Portrait	KS1 Cycle B	I can use digital cameras to create photo portraits
Self Portrait	KS1 Cycle B	I can discuss how artists have created different effects
Self Portrait	KS1 Cycle B	I can investigate how to make different marks using sketching pencils
Self Portrait	KS1 Cycle B	I can use a variety of media to create different effects
Self Portrait	KS1 Cycle B	I can use observation to create a self portrait
Self Portrait	KS1 Cycle B	I can apply a variety of techniques when drawing
Self Portrait	KS1 Cycle B	I can evaluate their work and the work of others and identify strengths and weaknesses
Self Portrait	KS1 Cycle B	I know that artists use colour to portray emotions and moods
Self Portrait	KS1 Cycle B	I can identify colours associated with different emotions and moods
Self Portrait	KS1 Cycle B	I can apply colour to portraits to portray ideas
Self Portrait	KS1 Cycle B	I know that portraits can come in many different forms

Core Theme	Year	Pupils Learn To
Self Portrait	KS1 Cycle B	I can work with clay to create a portrait
Self Portrait	KS1 Cycle B	I can apply a variety of skills and techniques in my work
Paper Art	KS1 Cycle B	I know that paper can be used in lots of artistic ways
Paper Art	KS1 Cycle B	I can name some different types of paper
Paper Art	KS1 Cycle B	I can describe and compare different types of paper
Paper Art	KS1 Cycle B	I know what collage is
Paper Art	KS1 Cycle B	I can work with paper to create a collage
Paper Art	KS1 Cycle B	I can make choices about what to include in my work
Paper Art	KS1 Cycle B	I know what stained glass is and where it is commonly used
Paper Art	KS1 Cycle B	I can work with tissue paper to create a stained glass effect
Paper Art	KS1 Cycle B	I can evaluate my finished work and say how I feel about it
Paper Art	KS1 Cycle B	I know how beads are used to make objects
Paper Art	KS1 Cycle B	I can work with paper to create beads
Paper Art	KS1 Cycle B	I can use their beads to make objects
Paper Art	KS1 Cycle B	I can explain what papier mâché is and how it is used by artists
Paper Art	KS1 Cycle B	I can work with papier mâché to create a model
Paper Art	KS1 Cycle B	I can decorate my papier mâché models appropriately
Paper Art	KS1 Cycle B	I can explain what sculpture is

Core Theme	Year	Pupils Learn To
Paper Art	KS1 Cycle B	I can manipulate paper in a variety of ways to create a sculpture
Paper Art	KS1 Cycle B	I can evaluate paper as an art medium
Andy Goldsworthy	KS1 Cycle B	I can name some natural materials
Andy Goldsworthy	KS1 Cycle B	I can sort items by material
Andy Goldsworthy	KS1 Cycle B	I can sort items by colour
Andy Goldsworthy	KS1 Cycle B	I can make choices when selecting my materials
Andy Goldsworthy	KS1 Cycle B	I can talk about my work
Andy Goldsworthy	KS1 Cycle B	I can compare my work to the work of Andy Goldsworthy
Andy Goldsworthy	KS1 Cycle B	I can make choices when selecting my materials
Andy Goldsworthy	KS1 Cycle B	I can compare the work of my peers to the work of Andy Goldsworthy
Andy Goldsworthy	KS1 Cycle B	I can make choices when selecting my materials
Andy Goldsworthy	KS1 Cycle B	I can make choices when moulding and joining my materials
Andy Goldsworthy	KS1 Cycle B	I can compare my work to the work of Andy Goldsworthy
Andy Goldsworthy	KS1 Cycle B	I can talk about how my work changes when it is reflected
Warhol and the Pop Art Movement	LKS2 Cycle A	I can explain what the Pop art movement was
Warhol and the Pop Art Movement	LKS2 Cycle A	I know who Andy Warhol was
Warhol and the Pop Art Movement	LKS2 Cycle A	I can describe what they think about various works of art, giving reasons for their choices
Warhol and the Pop Art Movement	LKS2 Cycle A	I know what the blotted line technique is

Core Theme	Year	Pupils Learn To
Warhol and the Pop Art Movement	LKS2 Cycle A	I can use the blotted line technique in their own work
Warhol and the Pop Art Movement	LKS2 Cycle A	I can evaluate my artwork and say what I think and feel about it
Warhol and the Pop Art Movement	LKS2 Cycle A	I can discuss their ideas about what constitutes art and what doesn't
Warhol and the Pop Art Movement	LKS2 Cycle A	I can make decisions about colours to use in my artwork
Warhol and the Pop Art Movement	LKS2 Cycle A	I can colour in carefully and accurately
Warhol and the Pop Art Movement	LKS2 Cycle A	I know why Warhol chose to create artwork of celebrities
Warhol and the Pop Art Movement	LKS2 Cycle A	I can create a portrait in the style of Andy Warhol
Warhol and the Pop Art Movement	LKS2 Cycle A	I can comment on and evaluate their artwork and the artwork of others
Warhol and the Pop Art Movement	LKS2 Cycle A	I know what a self-portrait is
Warhol and the Pop Art Movement	LKS2 Cycle A	I can create a self-portrait by making careful observations
Warhol and the Pop Art Movement	LKS2 Cycle A	I can use colour and style to create a self portrait in the style of Andy Warhol
Warhol and the Pop Art Movement	LKS2 Cycle A	I can describe the features of Pop art
Warhol and the Pop Art Movement	LKS2 Cycle A	I can design and create their own Pop art using items from current popular culture
Warhol and the Pop Art Movement	LKS2 Cycle A	I can fairly evaluate their artwork and the artwork of others

Core Theme	Year	Pupils Learn To
Famous Buildings	LKS2 Cycle A	I know that buildings are designed for a variety of purposes
Famous Buildings	LKS2 Cycle A	I know that an architect is someone who designs buildings
Famous Buildings	LKS2 Cycle A	I can examine buildings and comment on what they think of them
Famous Buildings	LKS2 Cycle A	I know that Christopher Wren is a famous architect
Famous Buildings	LKS2 Cycle A	I can comment on the features of St Paul's Cathedral and say what they feel about them
Famous Buildings	LKS2 Cycle A	I can sketch features of St Paul's Cathedral accurately
Famous Buildings	LKS2 Cycle A	I know that architectural styles change over time and across different locations
Famous Buildings	LKS2 Cycle A	I can describe the main features of St Basil's Cathedral
Famous Buildings	LKS2 Cycle A	I can recreate St Basil's Cathedral using their own interpretations
Famous Buildings	LKS2 Cycle A	I can identify lines of symmetry in buildings
Famous Buildings	LKS2 Cycle A	I can use symmetry accurately in their artwork to create effects
Famous Buildings	LKS2 Cycle A	I can discuss why many architects choose symmetrical designs for their buildings
Famous Buildings	LKS2 Cycle A	I know that architectural styles change over time

Core Theme	Year	Pupils Learn To
Famous Buildings	LKS2 Cycle A	I know that architectural styles change over time
Famous Buildings	LKS2 Cycle A	I know who designed the Sydney Opera House
Famous Buildings	LKS2 Cycle A	I can recreate the Sydney Opera House, making choices about colours, materials and media to use
Famous Buildings	LKS2 Cycle A	I can design a building for a particular purpose
Famous Buildings	LKS2 Cycle A	I can incorporate shape, line and colour into my designs
Famous Buildings	LKS2 Cycle A	I can evaluate my finished artwork fairly
Plant Art	LKS2 Cycle A	I can identify an artwork that is visually pleasing to them
Plant Art	LKS2 Cycle A	I can give my personal opinion of different artworks
Plant Art	LKS2 Cycle A	I can listen to others' opinions of artworks, and try to see their point of view
Plant Art	LKS2 Cycle A	I know what a botanical illustration is and why they were first created
Plant Art	LKS2 Cycle A	I can use my observational skills to create a detailed sketch of part of a plant
Plant Art	LKS2 Cycle A	I can express my opinion about this style of drawing
Plant Art	LKS2 Cycle A	I understand the difference between tints, shades and tones
Plant Art	LKS2 Cycle A	I can create tints, shades and tones to match a given colour
Plant Art	LKS2 Cycle A	I can use tints, shades and tones to create an artwork

Core Theme	Year	Pupils Learn To
Plant Art	LKS2 Cycle A	I understand what depth in an artwork is
Plant Art	LKS2 Cycle A	I understand how artists create the illusion of depth in their artwork
Plant Art	LKS2 Cycle A	I can create the illusion of depth in their artwork
Plant Art	LKS2 Cycle A	I understand what a sculpture is and what different materials they can be made from
Plant Art	LKS2 Cycle A	I know how to add or remove bits of clay to create detail
Plant Art	LKS2 Cycle A	I can make their own simple sculpture from clay
Plant Art	LKS2 Cycle A	I can discuss how to represent a plant as a piece of art
Plant Art	LKS2 Cycle A	I can design my artwork and give reasons for my choices
Plant Art	LKS2 Cycle A	I can create an artwork from my own plans
Indian Art	LKS2 Cycle B	I understand that painting styles changed over time in India
Indian Art	LKS2 Cycle B	I can paint or sketch copies of an Indian painting
Indian Art	LKS2 Cycle B	I can explain the similarities and differences of Indian painting styles
Indian Art	LKS2 Cycle B	I understand what the Indian Holi and elephant festival is about
Indian Art	LKS2 Cycle B	I can describe the colours and patterns used in an Indian festival
Indian Art	LKS2 Cycle B	I can use different mediums to make and decorate a 3-D elephant



Core Theme	Year	Pupils Learn To
Indian Art	LKS2 Cycle B	I can use different mediums to make and decorate a 3-D elephant
Indian Art	LKS2 Cycle B	I can explain what henna is and why it is significant to the Indian culture
Indian Art	LKS2 Cycle B	I can copy and create their own detailed patterns
Indian Art	LKS2 Cycle B	I understand what symmetry is and how to make a symmetrical pattern
Indian Art	LKS2 Cycle B	I can use a range of materials to create printed fabric
Indian Art	LKS2 Cycle B	I can create repeating patterns
Indian Art	LKS2 Cycle B	I can use colours and patterns to represent the Indian culture
Indian Art	LKS2 Cycle B	I can explain what a rangoli pattern is
Indian Art	LKS2 Cycle B	I can draw or trace a rangoli outline
Indian Art	LKS2 Cycle B	I can use coloured salt to make a successful rangoli pattern
William Morris	LKS2 Cycle B	I can find similarities and differences between the different works of William Morris
William Morris	LKS2 Cycle B	I can recreate a wallpaper pattern in the style of William Morris
William Morris	LKS2 Cycle B	I can analyse an existing piece of artwork using language associated with Art and Design
William Morris	LKS2 Cycle B	I can discuss the difference between quality and quantity
William Morris	LKS2 Cycle B	I can describe what the Arts and Crafts movement was

Core Theme	Year	Pupils Learn To
William Morris	LKS2 Cycle B	I can explain why the Arts and Crafts movement was founded
William Morris	LKS2 Cycle B	I can use soft, light sketching techniques to create a still life sketch
William Morris	LKS2 Cycle B	I can use careful observation skills to create a still life sketch
William Morris	LKS2 Cycle B	I can make observations about different mediums
William Morris	LKS2 Cycle B	I can create a design inspired by nature and William Morris
William Morris	LKS2 Cycle B	I can briefly describe the process of creating a print
William Morris	LKS2 Cycle B	I can compare and recognise patterns around them
William Morris	LKS2 Cycle B	I can use a design to guide them in making a printing block
William Morris	LKS2 Cycle B	I am able to reflect on design choices
William Morris	LKS2 Cycle B	I can print using a printing block
Seurat and Pointillism	LKS2 Cycle B	I know who Georges Seurat is and why he is famous
Seurat and Pointillism	LKS2 Cycle B	I know what Pointillism is
Seurat and Pointillism	LKS2 Cycle B	I can state how I think and feel about artwork
Seurat and Pointillism	LKS2 Cycle B	I can describe what Pointillism is

Core Theme	Year	Pupils Learn To
Seurat and Pointillism	LKS2 Cycle B	I can experiment with a range of Pointillist techniques
Seurat and Pointillism	LKS2 Cycle B	I can state which method I preferred and describe my reasons
Seurat and Pointillism	LKS2 Cycle B	I know how to mix colours to create secondary and tertiary colours
Seurat and Pointillism	LKS2 Cycle B	I know some pairs of complementary colours
Seurat and Pointillism	LKS2 Cycle B	I can mix colours using Pointillism
Seurat and Pointillism	LKS2 Cycle B	I can discuss artwork and say what I think and feel about it
Seurat and Pointillism	LKS2 Cycle B	I can use Pointillism to create effects such as shading
Seurat and Pointillism	LKS2 Cycle B	I can use Pointillism to blend colours
Seurat and Pointillism	LKS2 Cycle B	I can understand that Pointillism was an art movement that developed over time
Seurat and Pointillism	LKS2 Cycle B	I can name some Pointillism artists
Seurat and Pointillism	LKS2 Cycle B	I can explore the work of Pointillism artists and comment upon my findings
Seurat and Pointillism	LKS2 Cycle B	I can make decisions about subjects and colours for their artwork, giving reasons for their choices
Seurat and Pointillism	LKS2 Cycle B	I can apply what I have learnt about Pointillism to create my own piece of artwork
Seurat and Pointillism	LKS2 Cycle B	I can evaluate my finished artwork and compare it to that of my peers
In Flanders Fields	UKS2 Cycle A	I understand why the government commissioned official war artists
In Flanders Fields	UKS2 Cycle A	I can ask and answer questions about different artworks

Core Theme	Year	Pupils Learn To
In Flanders Fields	UKS2 Cycle A	I can express my own thoughts and opinions about different artworks
In Flanders Fields	UKS2 Cycle A	I know about the war experiences and viewpoints of the artist Paul Nash
In Flanders Fields	UKS2 Cycle A	I can discuss his artwork and my thoughts, feelings and opinions of it
In Flanders Fields	UKS2 Cycle A	I can create my own artwork based on the style of Paul Nash
In Flanders Fields	UKS2 Cycle A	I can identify and explain the features of WWI propaganda posters
In Flanders Fields	UKS2 Cycle A	I can create my own WWI propaganda poster
In Flanders Fields	UKS2 Cycle A	I can explain their own views on the use and power of propaganda art
In Flanders Fields	UKS2 Cycle A	I can explain what dazzle camouflage was
In Flanders Fields	UKS2 Cycle A	I can explain how dazzle camouflage was intended to work
In Flanders Fields	UKS2 Cycle A	I can make my own dazzle camouflage design
In Flanders Fields	UKS2 Cycle A	I can discuss and express their understanding of the poem, 'In Flanders Fields'
In Flanders Fields	UKS2 Cycle A	I understand how the poppy came to be an international symbol of remembrance?
In Flanders Fields	UKS2 Cycle A	I can create my own poppy-themed artwork using a variety of art skills
Street Art	UKS2 Cycle A	I can express their own ideas, and explain the views of others, about graffiti
Street Art	UKS2 Cycle A	I can use pencils and felts as instructed to create stylised text
Street Art	UKS2 Cycle A	I can revise and improve my ideas through repeated sketching
Street Art	UKS2 Cycle A	I can consider ways in which street art can improve public spaces
Street Art	UKS2 Cycle A	I can consider reasons why graffiti and other street art is allowed in certain spaces

Core Theme	Year	Pupils Learn To
Street Art	UKS2 Cycle A	Through sketching, I can develop ideas for a work of art that would improve a space
Street Art	UKS2 Cycle A	I can identify and discuss the meaning of satirical works of art
Street Art	UKS2 Cycle A	I can simplify a design for street art to make it immediate, recognisable and easy to replicate
Street Art	UKS2 Cycle A	I can adapt their designs so they may be reproduced in a variety of ways
Street Art	UKS2 Cycle A	I can identify features of street art which are appealing to advertisers
Street Art	UKS2 Cycle A	I can visualise how images may appear when created using stencils of their own design
Street Art	UKS2 Cycle A	I can turn simple images into stencil designs
Street Art	UKS2 Cycle A	I can work safely as instructed while cutting out my stencils
Street Art	UKS2 Cycle A	I can use a variety of painting techniques to create stencil street art
Monet and Impressionists	UKS2 Cycle A	I understand what Impressionism is
Monet and Impressionists	UKS2 Cycle A	I know that Claude Monet was an important person in the Impressionist movement
Monet and Impressionists	UKS2 Cycle A	I can explore and compare Impressionist paintings
Monet and Impressionists	UKS2 Cycle A	I can discuss Monet's landscape paintings and describe what I think and feel about them
Monet and Impressionists	UKS2 Cycle A	I understand the main features of Impressionism
Monet and Impressionists	UKS2 Cycle A	I can paint a landscape in the style of the Impressionists
Monet and Impressionists	UKS2 Cycle A	I understand that Monet was interested in how light changed the landscape
Monet and Impressionists	UKS2 Cycle A	I can describe how Monet used colour to convey different seasons and times of day
Monet and Impressionists	UKS2 Cycle A	I can put my understanding of colour into practice by recreating Monet's haystacks

Core Theme	Year	Pupils Learn To
Monet and Impressionists	UKS2 Cycle A	I can explore a variety of paintings portraying city life and say what they think about them
Monet and Impressionists	UKS2 Cycle A	I can make careful observations and record what they see
Monet and Impressionists	UKS2 Cycle A	I can suggest ways in which city life has changed since Monet's day
Monet and Impressionists	UKS2 Cycle A	I know that Monet completed some of his most famous works from his garden at Giverny in his later years
Monet and Impressionists	UKS2 Cycle A	I can discuss Monet's 'Water Lilies' series and say what I think and feel about it
Monet and Impressionists	UKS2 Cycle A	I can apply different artistic techniques to create artwork based on the garden at Giverny
Monet and Impressionists	UKS2 Cycle A	I can choose a favourite Monet painting, explaining why they like it
Monet and Impressionists	UKS2 Cycle A	I can research the life and work of Claude Monet
Monet and Impressionists	UKS2 Cycle A	I can recall facts and information about the life and work of Claude Monet
Viking Art	UKS2 Cycle B	I can describe some of the main features of Viking art
Viking Art	UKS2 Cycle B	I can describe particular works of Viking art in detail, explaining what they think of different works
Viking Art	UKS2 Cycle B	I can describe some of the ways in which Viking art changed over time
Viking Art	UKS2 Cycle B	I can recognise the style of Viking knots and patterns
Viking Art	UKS2 Cycle B	I can follow instructions carefully to create a Viking pattern
Viking Art	UKS2 Cycle B	I can use a sketchbook to try out ideas to extend upon
Viking Art	UKS2 Cycle B	I can discuss and comment on examples of animals in Viking art
Viking Art	UKS2 Cycle B	I can incorporate Viking knots and patterns into a picture of a Viking animal

Core Theme	Year	Pupils Learn To
Viking Art	UKS2 Cycle B	I can add features to a basic animal shape to create effects
Viking Art	UKS2 Cycle B	I can add features to a basic animal shape to create effects
Viking Art	UKS2 Cycle B	I can use techniques to sketch a dragon head that is proportionally accurate
Viking Art	UKS2 Cycle B	I can use different techniques to add shading to an outline
Viking Art	UKS2 Cycle B	I can choose appropriate techniques to include in a final piece of artwork
Viking Art	UKS2 Cycle B	I can sketch a portrait that is proportionally correct
Viking Art	UKS2 Cycle B	I can use various shading techniques to create light and shade in a portrait
Viking Art	UKS2 Cycle B	I can review my work and the work of others, expressing what they think and feel about it
Viking Art	UKS2 Cycle B	I can draw upon my knowledge of Viking art to design a piece of Viking jewellery
Viking Art	UKS2 Cycle B	I can work with clay to create their piece of jewellery as it was designed
Viking Art	UKS2 Cycle B	I can assess my own work and state what I think and feel about it
Sculpting Vases	UKS2 Cycle B	I can describe what a container is
Sculpting Vases	UKS2 Cycle B	I can identify different features of the vases' design
Sculpting Vases	UKS2 Cycle B	I can sketch designs to build up a portfolio of ideas
Sculpting Vases	UKS2 Cycle B	I can describe and assess vases made by designers
Sculpting Vases	UKS2 Cycle B	I can gather ideas for use in my own work
Sculpting Vases	UKS2 Cycle B	I can incorporate design ideas or themes into my own designs
Sculpting Vases	UKS2 Cycle B	I can use appropriate techniques in my work
Sculpting Vases	UKS2 Cycle B	I know how to develop their control of tools and techniques
Sculpting Vases	UKS2 Cycle B	I can work with control and accuracy
Sculpting Vases	UKS2 Cycle B	I can follow a design to create a vase

Core Theme	Year	Pupils Learn To
Sculpting Vases	UKS2 Cycle B	I can use tools and techniques appropriately
Sculpting Vases	UKS2 Cycle B	I can identify ways I could improve my work
Sculpting Vases	UKS2 Cycle B	I can evaluate and adjust my designs
Sculpting Vases	UKS2 Cycle B	I can make appropriate choices when decorating their vases
Sculpting Vases	UKS2 Cycle B	I understand how to create different effects using materials
Sculpting Vases	UKS2 Cycle B	I can evaluate my own work fairly
Sculpting Vases	UKS2 Cycle B	I can evaluate the work of others
Chinese Art	UKS2 Cycle B	I can identify some themes commonly used in traditional Chinese art
Chinese Art	UKS2 Cycle B	I can identify some colours commonly used in Chinese art
Chinese Art	UKS2 Cycle B	I can discuss traditional Chinese artwork and say what I think and feel about it
Chinese Art	UKS2 Cycle B	I understand the significance of the dragon in Chinese culture
Chinese Art	UKS2 Cycle B	I can discuss examples of dragons in traditional Chinese artwork, identifying features and explaining how they have changed over time
Chinese Art	UKS2 Cycle B	I can use a variety of skills to create my own dragon artwork
Chinese Art	UKS2 Cycle B	I can explain the importance of lines in Chinese art in relation to the Four Gentlemen
Chinese Art	UKS2 Cycle B	I can practise a variety of brushstrokes to improve technique
Chinese Art	UKS2 Cycle B	I can apply my brush control when creating artwork
Chinese Art	UKS2 Cycle B	I understand the importance of line and brushstrokes in Chinese Art
Chinese Art	UKS2 Cycle B	I can create Chinese calligraphy characters using the correct brushstroke sequence
Chinese Art	UKS2 Cycle B	I can control my brushstrokes to create effects
Chinese Art	UKS2 Cycle B	I know what the Terracotta Army is and why it is famous

Core Theme	Year	Pupils Learn To
Chinese Art	UKS2 Cycle B	I can work with clay to create a detailed model
Chinese Art	UKS2 Cycle B	I can use drawing and shading skills to recreate a terracotta warrior
Chinese Art	UKS2 Cycle B	I know when the Ming dynasty was in power and why their porcelain is famous
Chinese Art	UKS2 Cycle B	I can identify patterns, images and styles associated with Ming porcelain
Chinese Art	UKS2 Cycle B	I can create artwork to reflect the style of Ming porcelain
Ceramic Schiele Tile	KS3 Cycle A	To respond to the artist landscapes using watercolours.
Ceramic Schiele Tile	KS3 Cycle A	To learn how to roll slabs of clay and to mark out design.
Ceramic Schiele Tile	KS3 Cycle A	To add sprigs of clay by scoring and slurring
Ceramic Schiele Tile	KS3 Cycle A	To draw into the tile to create texture
Ceramic Schiele Tile	KS3 Cycle A	Add colour when dried using muted colours
Colour theory: primary and secondary	KS3 Cycle A	To make secondary colours using primary colours and construct a colour wheel
Warm and Cool colours	KS3 Cycle A	To create a range of warm and cool colours to complete a sun and icicle painting
Kandinsky concentric circles and abstract art.	KS3 Cycle A	Respond to Kandinsky's concentric circles
Kandinsky response to Jazz	KS3 Cycle A	Create an abstract painting in response to music -Jazz Work on a small scale and decorate a clock in the style of Kandinsky using acrylic paints.
Ceramics - Pinch Pot	KS3 Cycle A	To learn a basic sculptural technique and adding sprigs
Ceramics - Pinch Pot	KS3 Cycle A	Study personification of cartoons and design own character.
Ceramics - Pinch Pot	KS3 Cycle A	Create a 3D version of design using the pinch pot technique
Ceramics - Pinch Pot	KS3 Cycle A	Decorate with acrylic paints when dried.
Cezanne style still life	KS3 Cycle A	To study Cezannes paint technique and focus on precise colour matching
Cezanne style still life	KS3 Cycle A	Compose and draw a simple still life using 3 household objects.

Core Theme	Year	Pupils Learn To
Cezanne style still life	KS3 Cycle A	Study Cezannes patch painting technique and develop skill of colour matching.
Cezanne style still life	KS3 Cycle A	Create a still life including 3 objects and respond using patch painting.
Ben Nicholson– Carving	KS3 Cycle A	Study the work of Ben Nicholson
Ben Nicholson– Carving	KS3 Cycle A	Create a design that can be carved into a piece of soap.
Ben Nicholson– Carving	KS3 Cycle A	Use plastic tools to carve simple shapes into soap bar
Louise Bourgeois— Spiders	KS3 Cycle A	Observe and draw a range of spiders.
Louise Bourgeois— Spiders	KS3 Cycle A	Respond to the work of Louise Bourgeois
Louise Bourgeois— Spiders	KS3 Cycle A	Use florists wire to build the basic spider shape and add body and head.
Louise Bourgeois— Spiders	KS3 Cycle A	Build out using model magic or Modroc
Louise Bourgeois— Spiders	KS3 Cycle A	Paint to give an impression of bronze
Ceramic Name Plaque	KS3 Cycle B	To use guidelines to accurately record observations of logos and lettering
Ceramic Name Plaque	KS3 Cycle B	Paint accurately colour matching using watercolours
Ceramic Name Plaque	KS3 Cycle B	To create a design for lettering for a name plaque using guidelines.
Ceramic Name Plaque	KS3 Cycle B	To roll out slabs of clay using rolling guides.
Ceramic Name Plaque	KS3 Cycle B	To mark out design using a clay needle.
Ceramic Name Plaque	KS3 Cycle B	Apply letters using scoring and slurring
Ceramic Name Plaque	KS3 Cycle B	Add decoration when dried using acrylic paint
Shape and Space/ Paul Klee	KS3 Cycle B	To understand how layering creates space in an image.
Shape and Space/ Paul Klee	KS3 Cycle B	Observe Klees work and respond using watercolours.
Shape and Space/ Paul Klee	KS3 Cycle B	Understand how layering and overlapping creates a sense of space.– collage images
Shape and Space/ Paul Klee	KS3 Cycle B	Create own shape and space picture in response to Klee using layering.
Paul Klee	KS3 Cycle B	Produce finished piece on a small scale canvas

Core Theme	Year	Pupils Learn To
African Jewellery	KS3 Cycle B	Study animal prints and recreate using acrylic paints.
African Jewellery	KS3 Cycle B	Study African pattern and design a decoration for a box.
African Jewellery	KS3 Cycle B	Create a range of jewellery shapes and forms from clay
African Jewellery	KS3 Cycle B	Decorate the bisque fired pieces with acrylic paint.
African Jewellery	KS3 Cycle B	Construct jewellery and present in decorated box.
Henry Moores Reclining figures	KS3 Cycle B	Observe and draw Moores shelter figures using wax and inks.
Henry Moores Reclining figures	KS3 Cycle B	Explore reclining figures through photography.
Henry Moores Reclining figures	KS3 Cycle B	Select a pose and create a drawing of a reclining figure in the style of Moore.
Henry Moores Reclining figures	KS3 Cycle B	From a piece of clay carve a figure in the selected pose.
Henry Moores Reclining figures	KS3 Cycle B	Paint the figure with acrylic paint and metallic paints.
Portraits	KS3 Cycle B	Learn how to draw a face in proportion
Portraits	KS3 Cycle B	Observe and draw a self portrait
Portraits	KS3 Cycle B	Study the work of Picasso.
Portraits	KS3 Cycle B	Study the work of Chris Ofili
Portraits	KS3 Cycle B	Produce a design for a clay tile based on the work of either of the artists.
Portraits	KS3 Cycle B	Produce a design for a clay tile based on the work of either of the artists.
Portraits	KS3 Cycle B	Add colour when dried or fired using acrylic paints.
Mondrian/Riley Slab built vessel	KS3 Cycle C	Use a template to create a slab-built vessel with a curved front
Mondrian/Riley Slab built vessel	KS3 Cycle C	Build securely by joining with slurry
Mondrian/Riley Slab built vessel	KS3 Cycle C	Study the work of Mondrian and learn about partial abstraction
Mondrian/Riley Slab built vessel	KS3 Cycle C	Study the work of Bridget Riley.

Core Theme	Year	Pupils Learn To
Mondrian/Riley Vessel	KS3 Cycle C	Design decoration for the pot including line and masking techniques.
L S Lowry One point perspective.	KS3 Cycle C	Follow guidelines and create a basic perspective street scene.
L S Lowry One point perspective.	KS3 Cycle C	Follow guidelines and create a basic perspective street scene, add windows and doors.
L S Lowry One point perspective.	KS3 Cycle C	Add people considering scale
L S Lowry One point perspective.	KS3 Cycle C	Add colour using pencil crayon
Pepper Pots/ coiling technique	KS3 Cycle C	Cut up bell peppers and draw from first hand observation
Pepper Pots/ coiling technique	KS3 Cycle C	Create a range of drawings and add tone using darker pencils
Pepper Pots/ coiling technique	KS3 Cycle C	Explore mark making by cross hatching, shading and scribbling etc
Pepper Pots/ coiling technique	KS3 Cycle C	Use these to create a design for a coiled pot.
Pepper Pots/ coiling technique	KS3 Cycle C	Explore coiling technique and use this to create the design.
Pepper Pots/ coiling technique	KS3 Cycle C	Add details by drawing into the surface of the clay.
Pepper Pots/ coiling technique	KS3 Cycle C	Decorate with acrylic paints
Giacometti. Walking man	KS3 Cycle C	Draw examples of Giacometti sculptures.
Giacometti. Walking man	KS3 Cycle C	Learn about the scale of proportions of the human body so they can be elongated.
Giacometti. Walking man	KS3 Cycle C	Study wire modelling by making figures from pipe cleaners
Giacometti. Walking man	KS3 Cycle C	Build a wire frame model using aluminium wire and secure it to a wooden based.
Giacometti. Walking man	KS3 Cycle C	Cover with Modroc.
Giacometti. Walking man	KS3 Cycle C	Paint to emulate bronze



The Holden  
School

"Children at the heart of everything we do"



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The Holden School, Firs Lane, Leigh, Wigan, Lancashire WN7 4SB

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