



## Lake Haven: Arts & Design Curriculum

### A special place to learn

#### Intent

At Lake Haven we are passionate about providing our children with as many opportunities and vehicles for communicating and expressing themselves as possible; and our Arts and Design Curriculum forms an important part of this. Art and Design provide a wealth of visual, tactile and sensory experiences; and enable our children to question, understand and respond to the world in their own unique ways. By creating an accepting and nurturing environment, we also empower our children to use expressive arts as a way to show what matters most to them.

Our teaching and interactions seek to stimulate creativity and imagination, and enable our children to communicate what they see, feel and think through a range of forms and processes. We also promote how many artists have used expressive arts as a way of raising awareness of important issues, challenging discrimination and overcoming adversity.

Our key aims are to:

- Encourage our children to express themselves freely and confidently through artistic means
- Provide opportunities for our children to record from first-hand experience and imagination, and give them the self-assurance to increasingly reflect and include their own ideas
- Develop increasing confidence in the use of visual and tactile elements and materials, and the ability to control materials, tools and techniques to convey emotion or achieve practical goals
- Develop visual, tactile and sensory vocabulary and an understanding of design elements (colour, line, tone, texture, pattern, form, shape and structure)
- Explore ideas and processes through the work of a range of artists and designers; and consider the impact they have had on contemporary life
- Begin to develop critical awareness of the role, purpose and power of art and design different times and cultures
- The ability to communicate artistic and design knowledge and understanding clearly in a variety of ways, using appropriate terminology and vocabulary
- To pursue a qualification in Art if the pupil shows flair and enthusiasm towards the subject

## Implementation

At Lake Haven we have devised a bespoke curriculum which is carefully sequenced and interconnected; and which enables our children to develop their confidence, knowledge and understanding of expressive arts and design as they move through our school. Our curriculum is organised in a two year cycle, with topics of study being reviewed collaboratively by our teaching team at the end of each cycle.

As with all areas of our curriculum, it is important to remember that all of our children have significant gaps in their learning due to the experiences that have brought them to Lake Haven – indeed, all of our children have not been able to

access the full curriculum for at least a year before joining us. As explained in our Curriculum Policy, this means that many of our children are working at a level below their chronological age or their anxiety levels or diagnosis of PDA will not enable them to access the work - whilst we support them to re-engage with education and enjoy high levels of interest and success, which help them to rebuild their self-esteem and start to value their own social and academic achievements.

From the very beginning, we encourage our children to invest in the process and the feeling of creating art; rather than worrying about 'making a product'. In lower key stage two, our children start to explore a range of techniques and processes including (amongst others) drawing, painting, printing and sculpting; and are introduced to a 'Research □ Plan □ Do □ Review' approach to designing aesthetic and practical creations. Developing the confidence to express themselves and the resilience to keep trying when things do not go as planned, form the focus of much of our learning and exploration. When looking at famous artists and designers, we model how to reflect on and evaluate work – demonstrating that it is okay for people to have different opinions, but that these should be communicated in a respectful manner.


We continue in Lower Key Stage Two where the children build on their basic foundations and begin to refine their approaches towards constructing and finishing pieces. They continue to explore and develop skills in creating 2D and 3D forms; and become more critical when assessing their work and that of others against an agreed criteria. The children explore a wider range of art and design, which spans different periods, places and cultures. They also begin to understand how expressive arts have been a powerful outlet for oppressed and disadvantaged people and those facing adversity or times of personal turmoil.

Upper Key Stage Two continues to build on the previous stages and enables the children to deepen their knowledge and understanding of skills and processes; whilst all the time encouraging them to use expressive arts and design as a form of self-expression. Units of study make clear links to the places and periods being discovered and explored across the

curriculum, helping them to appreciate what a central role art and design have played in communities since time began. At this stage children are also more thorough in carrying out competitor analysis of existing products, and evaluating success and fitness for purpose in their own makes.

In Key Stage 3, all of our learners are presented with a sketchbook and asked to follow the following methodology:

**1 Mind Mapping – Ideas presented around the theme of the work**



**Central idea.**  
This is the starting point of your Mind Map and represents the topic you are going to explore. Your central idea should be in the centre of your page and should include an image that represents the Mind Map's topic.


**Branches.**  
The main branches which flow from the central image are the key themes. You can explore each theme or main branch in greater depth by adding smaller branches.

**Colour coding.**  
This links the visual with the logical and helps your brain to create mental shortcuts. The code allows you to categorise, highlight and analyse information. Colours also make images more appealing and engaging.

**Include images.**  
Images have the power to convey much more information than a word or sentence. They are processed instantly by the brain and act as visual stimuli to recall information.

**Key words.**  
When you add a branch to your Mind Map, you will need to include a key idea. An important principle of Mind Mapping is using **one word per branch**. Keeping to one word sparks off a greater number of associations compared to using multiple words or phrases.

**2 Moodboard – A collage of ideas using collected images**



**Consider your theme.**  
Do you want it quite narrow or are you happy to collect a wider range of ideas.

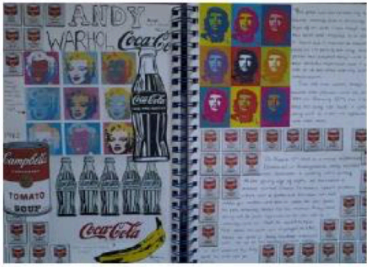
**Use a range of sources.**  
Internet images, photographs, wallpaper/fabric samples, lettering.

**Don't limit yourself.**  
Even if it doesn't directly link to your starting point it may relate to the theme. Consider colours and words to help you.

**Apply your ideas.**  
Your moodboard will directly link to the development of your project. If there is empty space fill it with sketches or annotations.

**Pick a style.**  
Pulling it all together with a colour theme or visual style will make your page work together as a whole.

**3 Artist Research – showing your understanding of an artists work or style**



**Biographical information.**  
Birth, death, style, education, important works

**Technical information.**  
How was their produced? What methods and materials did they use?

**Artistic influences.**  
Who influenced their work? Did their work influence anyone else?

**Social, historical and economic influences.**  
What was happening at the time? Were they responding to anything that was happening around them?

**Collected images.**  
Select images that are relevant and that appeal to you, make comments about why you like them

**Copied images.**  
Show your understanding by reproducing examples of their work

**Presentation.**  
Must be A3 or 2 A4 sheet, include a clear title and relevant background

When analysing work, use the Content/Form/Process/Mood model

**4 Analysing Art Work**

**Content – Looking at the subject of the work.**  
What is it? What exactly can you see? What is happening? What does the work represent? What does the artist call the work? Does the title change the way we see the work? What is the theme of the work? Landscape, portrait, journey, moment, memory, event, surreal, fantasy, abstract, message.

**Form – Looking at the formal elements.**  
What colours does the artist use? Why? How is the colour organised? What kind of shapes can you see? What kinds of lines and marks does the artist use? What is the surface like? What textures can you see? What patterns can you see? How big is the work? Light, delicate, layered, strong, rough, dark, peaceful, dripped, textured, scale, vivid, bright.

**Process – How the work has been developed and made.**  
What materials and tools have been used? What is the evidence for how it has been made? Painted, drawn, woven, printed, cast, stitched, constructed, collaged.

**Mood – Looking at the communication of moods and feelings.**  
How does the work make you feel? Why do you feel like this? Does the colour, texture, form or theme of the work affect your mood? Quiet, contemplative, thoughtful, hopeful, peaceful, elated, joyful, reflective.

This will allow them to progress onto Art GCSE if this is a route they wish to take and understand what would be asked of

them at this stage.

In order for our children to know more and remember more, prior learning is always considered; and opportunities for the revision of skills, processes and understanding are built into all lessons. Through revisiting and consolidating skills and understanding, our approach helps children build on existing knowledge whilst introducing new skills and challenges; and the revision and introduction of key vocabulary is built into each lesson.

In addition to whole class sessions, our children are encouraged and facilitated to pursue their own artistic and design interests during the day. This may range from children using drawing and crafting as a form of self-regulation, to using the internet to research and compare products that interest them.

## **Impact**

Through our bespoke approach and quality first teaching, we will see the impact of this subject in different ways.

Our children will be engaged in lessons about expressive arts and design, and will want to find out and explore more. They will be able to talk about and demonstrate the knowledge, skills and vocabulary that they have acquired; and will show increasing levels of confidence and control when designing, making and evaluating their own pieces.

Evidence collected will show that a range of topics are being covered, and that our carefully sequenced and inter-connected approach to learning is enabling our children to develop a secure knowledge of the skills and processes studied, whilst developing their own personal style.

Ultimately, our children will learn that expressive arts and design are another way that they can make sense of the world, and have a voice to communicate with others.

## Cultural Capital

Through teaching the subject of Art, Design and Technology, we want to help our learners understand more of why they are completing the art units of work. We will talk a lot about real life artists for that unit. We will discuss what job opportunities the work can support and any other avenues that the children can explore. We will also use visiting artists and ask them to work with our children. Visit art galleries and any other outside trip or any other experiences to ensure that we have provided as much exposure to this subject as any of their mainstream peers and to ensure the children feel the full impact of this learning. To close any gaps that our children may have with any of their mainstream peers, we feel that we will invite local artists or visit local places of interest that will enhance the learning. Art and Design will form much of our time at Lake Haven as part of our sensory time or way of recording information from other subjects. We have a plethora of equipment in school that we can use that will allow the children not to go without and feel that they can express themselves in a manner they feel comfortable and confident.

## Lake Haven - Our World: Art and Design Curriculum

Key Stage Equivalent	Term 1	Term 2	Term 3
Lower KS2 Year A	Colour wheel and mixing What is art? Art preference Sewing - A Christmas bauble/decoration/ stocking Remembrance Day Art Diwali Art Christmas Art	Clay Cooking Easter Mother's Day Plant art Sewing Woodwork (approximately 12 sessions)	Vincent Van Gough (sunflowers) Acrylic Portraits Father's Day Sewing Woodwork Charcoal and pastels (approximately 12 sessions)

Belonging

Nurture

Respect

	Woodwork (approximately 12 sessions)		
<b>Lower KS2 Year B</b>	<b>Woodwork - bug hotels/ bird boxes</b> Sketching pencils Making skeletons out of natural materials (Science) Footprints (science) Remembrance Day Art Diwali Art Christmas Art Sewing (approximately 12 sessions)	Can we make a sound garden? (science) Charcoal <b>Sewing - making a purse/money</b> container Woodwork Easter Mother's Day (approximately 12 sessions)	Clay homes through history <b>Andy Goldsworthy - Natural Artist</b> <b>Our environment - creating art from recycled material</b> (Science) Father's Day Sewing Watercolours Woodwork  (approximately 12 sessions)
<b>Upper KS2 Year A</b>	<b>Sculpture - human body</b> Remembrance Day Art Diwali Art Christmas Art Sewing Woodwork (approximately 12 sessions)	<b>Henri Rousseau - rainforest</b> Easter Mother's Day Frida Kahlo Volcano sculpture Sewing Woodwork (approximately 12 sessions)	3D woodwork - castles through time <b>Chinese Art</b> Sewing Woodwork (approximately 12 sessions) Father's Day
<b>Upper KS2 Year B</b>	<b>Plant Art</b> Sketching, painting, modelling Remembrance Day Art Diwali Art Christmas Art Sewing Woodwork (approximately 12 sessions)	Our environment art  Easter <b>Mother's Day</b> <b>Sewing</b> Woodwork (approximately 12 sessions)	Papier mache solar system <b>Street Art</b> Georges Méliès  Sewing Woodwork Father's Day (approximately 12 sessions)
<b>KS3 Year A</b>	Picasso Pencil sketching <b>Pop Art</b> <b>Andy Warhol</b> Computer created art Remembrance Day Art	<b>Colour theory</b> 3d Clay model of a river from source to sea Acrylics Easter Mother's Day	Portraits - the British monarchy (history) <b>Human features sketching</b> Father's Day Watercolours & Acrylics Sewing

	Diwali Art Christmas Art Sewing Woodwork (approximately 12 sessions)	Sewing Woodwork (approximately 12 sessions)	Woodwork (approximately 12 sessions)
<b>KS3 Year B</b>	3D Model of the digestive system (science)  <b>Alberto Giacometti Biro Art</b> Remembrance Day Art Diwali Art Christmas Art Sewing Woodwork  (approximately 12 sessions)	<b>Art around the world and different cultures.</b> Fabric dye  Easter Mother's Day Sewing Woodwork (approximately 12 sessions)	<b>Working in the style of a designer</b> Father's Day Tudor art Watercolours & Acrylics Sewing Woodwork  (approximately 12 sessions)
<b>KS3 Year C</b>	<b>Lowry Art</b>  Remembrance Day Art Diwali Art Christmas Art	<b>Ocean and Sea inspired art-environment</b> Reclaimed and recycled art Easter Mother's Day Sewing Woodwork	<b>World war 1 inspired artwork</b> Computer based images Photography Sewing Woodwork Father's Day

## National Curriculum Objectives KS2

Key stage 2 Pupils should be taught 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.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- about great artists, architects and designers in history

### National Curriculum Objectives KS3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

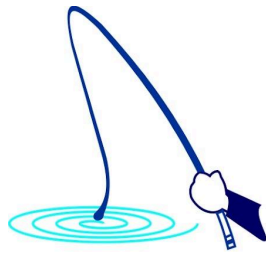
Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

### KS4

Currently we do not offer Art as a GCSE option. However, if we had a student that strongly showed a desire for this subject, we would need to plan, employ a trained and qualified teacher to deliver the course.

NB: In addition to the units studied above, expressive arts and design also form a core part of enrichment opportunities on offer at Lake Haven. Most children access drawing, painting, sculpting or crafting as part of their daily routine; and those with a particular interest are able to sign up for weekly clubs to broaden and deepen their knowledge and skills.



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