



STUKELEY ART ON A PAGE



Inspiring a curiosity about the great artists and art movements

BIG IDEAS/SPINE CONCEPTS

COLOUR LINE STUDY

- Choice
- Shape
- Pattern
- Form
- Texture
- Space
- Line
- Tone
- Mixing
- Material
- Shape
- Opinion

ASSESSMENT AND PROGRESS

Teachers will use a combination of assessment approaches to inform their judgement of children's attainment and progress.

Formative: low-stakes quizzes, responses to questions (re. Art history)

Summative: End of unit quizzes for Art history. A final, end-of-unit practical piece will be completed by all children, employing learnt skills about artistic style and technique. These will be assessed/judged comparatively.

Children will be judged as being either well below, almost at, at or above age-related expectations.

CONTENT AND SEQUENCING

Year 1:

- Mondrian
- Klee
- Hockney

Year 2:

- Jasper Johns
- Pop Art
- Loongkoonan

Year 3:

- Rousseau
- Bridget Reilly
- Georgia O'Keeffe

Year 4:

- Lowry
- Picasso
- Dali

Year 5:

- Rothko or BAME
- Frida Kahlo
- Joan Miro

Year 6:

- Banksy-graffiti
- Henry Moore
- Japanese art

TEACHING AND LEARNING

Each unit is underpinned by a knowledge plan for teachers and a knowledge/schema organiser for children.

The knowledge presented in the organiser is intended to be committed to long term memories as it will connect to prior and future knowledge.

As with the established Stukeley lesson structure (albeit with the emphasis here being on the practical application), sessions will comprise review, teach, practise/apply, and review phases.

RESOURCES AND SUPPORT

- Teaching Primary ART
- <https://www.tate.org.uk/kids>
- Twinkl art KS1 and KS2
- National geographic kids
- <https://www.nga.gov/education/kids.html>

Research-driven principles and provision influence subject development (see work by Rosenshine, Lemov, Sherrington, Caviglioli, Sealy etc...)