



Gosberton Academy

Art Portfolio



Art at Gosberton Academy

Our world is an increasingly visually orientated one, and our art lessons aim to provide our learners with both a way to explore the world around them and a means by which they can express their ideas and process their thoughts. It is an important form of cultural identity and therefore, has significance and meaning for all learners.

At Gosberton Academy, our art curriculum is designed to provide learners with a range hands-on experiences, which are divided into skill areas: drawing, painting, collage, textiles, 3D design, print-making, and digital media. Throughout their primary school art journey, our learners will be presented with opportunities to use relevant materials, processes, techniques, and vocabulary to explore and discover first-hand the potential of different media and methods. Learners explore how artists use the elements of art to create an effect and to help convey their intent and how artists and designers have helped shape our history. Furthermore, they will subtly develop increased control of a range of art tools and materials.

Through our teaching of art, we aim to seek a balance between learners using art as a form of personal imaginative expression and discovering the more formal elements of art. In KS1, learners are first introduced to the latter, i.e. the use of line, shape, tone, texture and colour, which are then revisited and further built upon throughout the remainder of their primary art journey. and beyond.

We ensure that high quality teaching drives high quality learning through regular assessment for learning which ensures no child is left behind



Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All learners and families will feel supported and integrated into the school life.
- Every learner, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, learners, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



Long Term Plan

2022– 2023 CYCLE B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Drawing		Painting		Sculptures	
Y1 + Y2	Drawing		Painting		Sculptures	
Y3 + Y4	Sculptures		Weaving and Sewing		3D Masks	
Y4 + Y5	Pencil Drawing		Drawing & Painting		Printing and Dyeing	
Y6	Printing & Textiles		Drawing		Digital Images	

20213– 2024 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS + Y1	Printing		Collage		Textiles	
Y1 + Y2	Printing		Collage		Textiles	
Y3 + Y4	Painting & Collage		Drawing and Pen Ink		Printing	
Y4 + Y5	Sculptures		Weaving		Painting	
Y6	Printing & Textiles		Drawing		Digital Images	

Art Progression- Generic Skills

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Record and explore ideas Create simple representations of events, people and objects	Record and explore ideas from first hand observations	Record and explore ideas from first hand observations	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Develop their ideas – try things out, explores and experiments	Ask and answer questions about the starting points for their work	Ask and answer questions about the starting points for their work	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Question and make thoughtful observations about starting points and select ideas to use in their work.	Question and make thoughtful observations about starting points and select ideas to use in their work.
Experiment and adapt change their minds	Develop their ideas – try things out, change their minds	Develop their ideas – try things out,	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
Explore the work of artists, craftspeople and designers from different times and cultures.	Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.	change their minds	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
	Review what they and others have done and say what they think and feel about it.	Explore the work of artists, craftspeople and designers from different times and cultures for	Adapt their work according to their views and describe how they might develop it further.	Annotate work in sketchbook.	Adapt their work according to their views and describe how they might develop it further.	Adapt their work according to their views and describe how they might develop it further.
	Identify what they might change in their current work	differences and similarities	Annotate work in sketchbook.		Annotate work in sketchbook	Annotate work in sketchbook.
		Review what they and others have done and say what they think and feel about it.				
		Identify what they might change in their current work or develop in future work				

Art Progression- Drawing

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk ,	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk	Experiment with ways in which surface detail can be added to drawings.	Experiment with ways in which surface detail can be added to drawings.	Work from a variety of sources including observation, photographs and digital images.	Experiment with wet media to make different marks, lines, patterns, textures and shapes.
Begin to control the types of marks made with the range of media	Control the types of marks made with the range of media	Control the types of marks made with the range of media	Use sketchbooks to collect and record visual information from different sources.	Use sketchbooks to collect and record visual information from different sources.	Work in a sustained and independent way to create a detailed drawing.	Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work.
Line and marks understand that they can use lines and marks to enclose a space, begin to use these shapes to represent objects.	Lines and marks	Lines and marks	Draw for a sustained period of time at an appropriate level.	Draw for a sustained period of time at an appropriate level.	Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.	Start to develop their own style using tonal contrast and mixed media.
Draw on different surfaces with a range of media	Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.	Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.	Lines and Marks	Lines and Marks	Identify artists who have worked in a similar way to their own work.	Perspective and Composition
Use differently textured and sized media.	Shape	Shape	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Lines, Marks, Tone, Form and Texture	Begin to use simple perspective in their work using a single focal point and horizon.
Shape	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Experiment with different grades of pencil and other implements to create lines and marks.	Experiment with different grades of pencil and other implements to create lines and marks.	Use dry media to make different marks, lines, patterns and shapes within a drawing.	Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
Observe and draw shapes. Draw shapes in between objects. Invent new shapes.	Tone	Tone	Form and Shape	Form and Shape	Experiment with wet media to make different marks, lines, patterns, textures and shapes.	Show an awareness of how paintings are created i.e. Composition

Art Progression- Drawing

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5
<u>Tone</u>	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Experiment with different grades of pencil and other implements to draw different forms and shapes.	Explore colour mixing and blending techniques with coloured pencils.
Investigate tone by drawing light/dark lines	<u>Texture</u>	<u>Texture</u>	Begin to show an awareness of objects having a third dimension.	Begin to show an awareness of objects having a third dimension.	Use different techniques for different purposes i.e. shading, hatching within their own work.
	Investigate textures by describing, naming, rubbing, copying.	Investigate textures by describing, naming, rubbing, copying.	<u>Tone</u>	<u>Tone</u>	Start to develop their own style using tonal contrast and mixed media.
			Experiment with different grades of pencil and other implements to achieve variations in tone.	Experiment with different grades of pencil and other implements to achieve variations in tone.	<u>Perspective and Composition</u>
			Apply tone in a drawing in a simple way.	Apply tone in a drawing in a simple way.	Begin to use simple perspective in their work using a single focal point and horizon.
			<u>Texture</u>	<u>Texture</u>	Begin to develop an awareness of composition, scale and proportion in their paintings e.g.
			Create textures with a wide range of drawing implements.	Create textures with a wide range of drawing implements.	foreground, middle ground and background.
			Apply a simple use of pattern and texture in a drawing.	Apply a simple use of pattern and texture in a drawing.	Show an awareness of how paintings are created i.e. composition

Art Progression- Painting

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use a variety of tools and techniques including different brush sizes and types	Use a variety of tools and techniques including different brush sizes and types	Use a variety of tools and techniques including different brush sizes and types	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc.	Develop a painting from a drawing	Develop a painting from a drawing
Experiment with tools and techniques e.g. layering, mixing media, scrapping through	Mix and match colours to artefacts and objects	Mix and match colours to artefacts and objects	Work on a range of scales e.g. thin brush on small picture etc.	Create different effects and textures with paint according to what they need for the task.	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours	Carry out preliminary studies, trying out different media and materials and mixing appropriate colours
<u>Colour</u>	Work on different scales	Work on different scales	Create different effects and textures with paint according to what they need for the task.	<u>Colour</u>	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music	Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music
Identify primary colours by name, explore what happens when they mix colour	Experiment with tools and techniques e.g. layering, mixing media, scrapping through	Experiment with tools and techniques e.g. layering, mixing media, scrapping through	<u>Colour</u>	Mix colours and know which primary colours make secondary colours	<u>Colour</u>	<u>Colour</u>
<u>Texture</u>	Name different types of paint and their properties	Name different types of paint and their properties	Mix colours and know which primary colours make secondary colours	Use more specific colour language	Mix and match colours to create atmosphere and light effects	Mix and match colours to create atmosphere and light effects
Create textured paint by adding sand, plaster, soil, glitter, experiment to make different textures	<u>Colour</u>	<u>Colour</u>	Use more specific colour language	Mix and use tints and shades	Be able to identify primary secondary, complementary and contrasting colours.	Be able to identify primary secondary, complementary and contrasting colours
	Identify primary colours by name	Identify primary colours by name	Mix and use tints and shades		Work with complementary colours	Work with complementary colours
	Mix primary shades and tones	Mix primary shades and tones				
	<u>Texture</u>	<u>Texture</u>				
	Create textured paint by adding sand, plaster	Create textured paint by adding sand, plaster				

Art Progression- Printing

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Print with a range of hard and soft materials e.g. potatoes, apples, bricks, leaves, corks, pen barrels, sponge	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Print with a range of hard and soft materials e.g. corks, pen barrels, sponge	Create printing blocks using a relief or impressed method	Create printing blocks using a relief or impressed method	Create printing blocks by simplifying an initial sketch book idea	Create printing blocks by simplifying an initial sketch book idea
Make simple marks on rollers and printing palettes	Make simple marks on rollers and printing palettes	Make simple marks on rollers and printing palettes	Create repeating patterns	Create repeating patterns	Use relief or impressed method	Use relief or impressed method
Build repeating patterns and recognise pattern in the environment	Take simple prints i.e. mono printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Take simple prints i.e. mono printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils	Print with two colour overlays	Print with two colour overlays	Create prints with three overlays	Create prints with three overlays
<u>Texture</u>	Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print	Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print			Work into prints with a range of media e.g. pens, colour pens and paints	Work into prints with a range of media e.g. pens, colour pens and paints
Make rubbings to collect textures and patterns	Design more repetitive patterns	Design more repetitive patterns				
	<u>Colour</u>	<u>Colour</u>				
	Experiment with overprinting motifs and colour	Experiment with overprinting motifs and colour				
	<u>Texture</u>	<u>Texture</u>				
	Make rubbings to collect textures and patterns	Make rubbings to collect textures and patterns				

Art Progression- Textiles

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to match and sort fabrics and threads for colour, texture, length, size and shape	Match and sort fabrics and threads for colour, texture, length, size and shape	Match and sort fabrics and threads for colour, texture, length, size and shape	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects	Use fabrics to create 3D structures	Use fabrics to create 3D structures
Begin to change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips	Match the tool to the material	Match the tool to the material	Use different grades of threads and needles	Use different grades of threads and needles
Apply shapes with glue			Develop skills in stitching, cutting and joining	Develop skills in stitching, cutting and joining	Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects	Experiment with batik techniques
Apply decoration using beads, buttons, feathers etc	Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc	Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc	Experiment with paste resist.	Experiment with paste resist.		Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
Create cords and plaits for decoration	Create cords and plaits for decoration	Create cords and plaits for decoration				
Colour	Colour	Colour				
Apply colour with printing, dipping, fabric crayons	Apply colour with printing, dipping, fabric crayons	Apply colour with printing, dipping, fabric crayons				
Create and use dyes i.e. onion skins, tea, coffee	Create and use dyes i.e. onion skins, tea, coffee	Create and use dyes i.e. onion skins, tea, coffee				
Texture	Texture	Texture				
Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel				

Art Progression- 3D Sculpture

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Manipulate malleable materials in a variety of ways including rolling and kneading	Manipulate malleable materials in a variety of ways including rolling and kneading	Manipulate malleable materials in a variety of ways including rolling and kneading	Plan, design and make models from observation or imagination	Plan, design and make models from observation or imagination	Shape, form, model and construct from observation or imagination	Shape, form, model and construct from observation or imagination
Manipulate malleable materials for a purpose, e.g. pot, tile manipulate materials to achieve a planned effect	Explore sculpture with a range of malleable media	Explore sculpture with a range of malleable media	Join clay adequately and construct a simple base for extending and modelling other shapes	Join clay adequately and construct a simple base for extending and modelling other shapes	Use recycled, natural and manmade materials to create sculptures	Use recycled, natural and man made materials to create sculptures
Form	Manipulate malleable materials for a purpose, e.g. pot, tile	Manipulate malleable materials for a purpose, e.g. pot, tile	Create surface patterns and textures in a malleable material	Create surface patterns and textures in a malleable material	Plan a sculpture through drawing and other preparatory work	Plan a sculpture through drawing and other preparatory work
Experiment with constructing and joining recycled, natural and manmade materials	Understand the safety and basic care of materials and tools	Understand the safety and basic care of materials and tools	Use papier mâché to create a simple 3D object	Use papier mâché to create a simple 3D object	Develop skills in using clay inc. slabs, coils, slips, etc	Develop skills in using clay inc. slabs, coils, slips, etc
Texture	Form	Form			Produce intricate patterns and textures in a malleable media	Produce intricate patterns and textures in a malleable media
Change the surface of a malleable material e.g. build a textured tile	Experiment with constructing and joining recycled, natural and manmade materials	Experiment with constructing and joining recycled, natural and manmade materials				
Select tools and techniques needed to shape, assemble and join materials	Use simple 2 D shapes to create a 3 D form	Use simple 2 D shapes to create a 3 D form				
	Texture	Texture				
	Change the surface of a malleable material e.g. build a textured tile	Change the surface of a malleable material e.g. build a textured tile				

Art Progression- Collage

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc	Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures	Add collage to a painted, printed or drawn background	Add collage to a painted, printed or drawn background
Arrange and glue materials to different backgrounds	Arrange and glue materials to different backgrounds	Arrange and glue materials to different backgrounds	Use collage as a means of collecting ideas and information and building a visual vocabulary	Use collage as a means of collecting ideas and information and building a visual vocabulary	Use a range of media to create collages	Use a range of media to create collages
<u>Colour</u>	Sort and group materials for different purposes e.g. colour texture	Sort and group materials for different purposes e.g. colour texture			Use different techniques, colours and textures etc when designing and making pieces of work	Use different techniques, colours and textures etc when designing and making pieces of work
Collect, sort, name match colours	Fold, crumple, tear and overlap papers	Fold, crumple, tear and overlap papers			Use collage as a means of extending work from initial ideas	Use collage as a means of extending work from initial ideas
appropriate for an image	Work on different scales	Work on different scales				
<u>Texture</u>	<u>Colour</u>	<u>Colour</u>				
Create, select and use textured paper for an image	Collect, sort, name match colours appropriate for an image	Collect, sort, name match colours appropriate for an image				
	<u>Shape</u>	<u>Shape</u>				
	Create and arrange shapes appropriately	Create and arrange shapes appropriately				
	<u>Texture</u>	<u>Texture</u>				
	Create, select and use textured paper for an image	Create, select and use textured paper for an image				

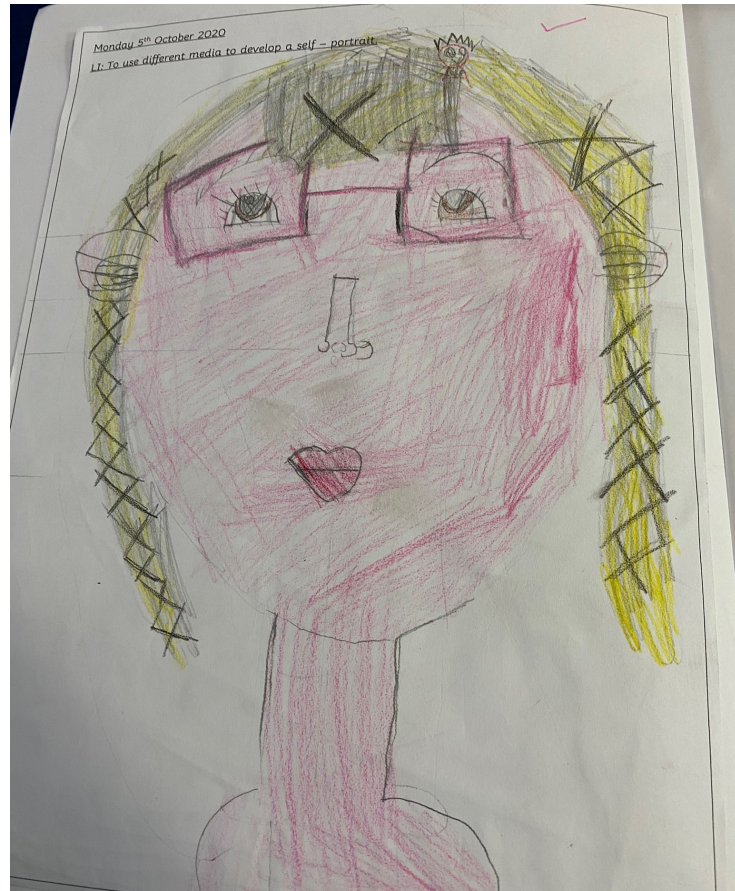
Art SMSC Links

We promote <u>Spiritual</u> development	We promote <u>moral</u> development	We promote <u>social</u> development	We promote <u>cultural</u> development
<p>By providing plenty of rich opportunities for learners both to explore the spiritual dimension and natural phenomena e.g. looking closely at the work of Andy Goldsworthy.</p> <p>By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By promoting the process of 'reviewing and evaluating'; for example, visiting landmarks and associated follow-up work.</p>	<p>By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture.</p> <p>By responses to and use of visual images to evoke a range of emotions.</p>	<p>By exploring art as a powerful social tool e.g. in advertising, in representing particular groups.</p> <p>Through discussions and opinion sharing on the value of Art</p> <p>Learners collaborate together to create pieces of artwork with a shared sense of ownership.</p>	<p>By experiencing a wide range of creative media from around the world. By developing aesthetic and critical awareness at an age appropriate level.</p> <p>Learners study a range of artists, designers and craft makers from around the world.</p>

British Values: At Gosberton Academy, we use strategies within the national curriculum and beyond to secure an understanding of British Values for learning. We weave the British Values throughout all of our lessons. A high proportion of class based work sees the value of mutual respect woven throughout the lessons. From sharing ideas, celebrating good work, valuing others contributions, or discussions and debates – mutual respect is key. Teachers and staff aspire to create classroom environments where respect and tolerance are highly prioritised.



Art at Gosberton



"I love being creative. Art allows
me to express myself"
Year 6

"We used iPads to create digital
art. I really enjoyed this as it is
something I'd never done before."

Year 5

"Our Art links to our topics. I liked
seeing how Art has changed over
time."
Year 3

What do we love about Art at Gosberton?

"I like learning new skills in Art
like printing and weaving. I always
thought Art was just drawing and
painting!"

Year 2

"My Mummy keeps all my Art
work. She said I am an Artist."

Year 1

"I like looking at different artist's
pieces of work and using them to
give me ideas."
Year 4

"I like that it is impossible to be
wrong in Art. It is always about
what you think and how you feel."
Year 4

**Exciting
Entry & Exit Points**

Teamwork: Discussing &
Negotiating

Practical equipment:
Needles, knives, saws,
hammers, scissors,
constructing clay etc.

Use of Technology- CAD
Design, See-Saw,

Engagement

**Home learning
projects & Parent
Showcase**

Practical life experiences
Cooking, using tools, knit-
ting and sewing etc.

**Theme Days & Work-
shops**

Clubs

Cross curricular links: Reading, Writing,
Maths & Science



Progressive
Curriculum building on

Enquiry based
lessons

Assessments: Low stake
Quizzes, Questioning and
Quick fire

Retrieval based
activities

Capturing Our Knowledge

Application of knowledge
through cross curricular

Knowledge Organisers

Pre-Teaching

Transition preparation for
Secondary School and across
phases with Primary

Use of technology to
record learning

Learning by
Questions

