



Montem Academy

Art Policy



Art

‘EVERYONE TO EXCEL THROUGH PRIDE AND AMBITION’

Intent

At Montem Academy, our art curriculum is designed to inspire students and develop their confidence to experiment and create their own original work.

We believe every child should be given the opportunity to cultivate their artistic abilities, nurture their talents and interests, and express their ideas and perspectives about the world, while also learning about art and artists across cultures and throughout history.



Implementation

At Montem Academy, all pupils receive art teaching from a dedicated specialist teacher. The school's curriculum follows the Kapow Art scheme, which is structured around five interconnected strands that are woven throughout the program. These are:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern and colour)
- Knowledge of artists
- Evaluating and analysing

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas:

- Drawing
- Painting and mixed-media
- Sculpture
- Craft and Design



The lessons feature a practical, hands-on approach that encourages experimental and exploratory learning. Pupils use sketchbooks to document their ideas throughout the process. Differentiated guidance is available for each lesson, ensuring accessibility and engagement for all students. Additionally, opportunities are provided to stretch and challenge pupils' learning when appropriate. Knowledge organisers for each unit offer a highly visual record of the key knowledge and techniques covered, effectively supporting students' recall of skills, processes, facts, and vocabulary.

Impact

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- Produce creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using subject-specific language.
- Know about great artists and the historical and cultural development of their art. Meet the end of key stage expectations outlined in the National curriculum for Art and design.

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Year 1

In year 1, pupils will be taught:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

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Year 3&4

In year 3 & 4 pupils will 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.
- 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.

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Year 5 & 6

In year 5 & 6, pupils will 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.
- 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.

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Art: Painting

Autumn

Group 1 and 2

1

Year 1
Colour Splash
(Primary Colours)

2

Year 2
Life in Colour
(Secondary Colours)

3

Year 3
Pre-historic painting
(Mixed Media)

4

Year 4
Light and Dark
(Tints and Shades)

5

Year 5
Portraits
(Mixed Media)

6

Year 6
Artist Study
(Experimenting with colour)

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Art: Sculpture Spring

Group 3 and 4

1

Year 1
Paper Play
(Paper)

2

Year 2
Clay Houses
(Clay)

3

Year 3
Abstract shape
and Space
(Paper)

4

Year 4
Mega Materials
(Mixed Materials)

5

Year 5
Interactive
Installation
(Everyday Objects)

6

Year 6
Making Memories
(Everyday Objects)

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Art: Ceramics Summer

1

Year 1
Paper Play
(Paper)

2

Year 2
Clay Houses
(Clay)

3

Year 3
**Abstract shape
and Space**
(Paper)

4

Year 4
Mega Materials
(Mixed Materials)

5

Year 5
**Interactive
Installation**
(Everyday Objects)

6

Year 6
Making Memories
(Everyday Objects)

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Artist Studied

1

Year 1
Clarice Cliff
Jasper Johns
Marco Balich
Louise Bourgeois
Samantha Stephenson

2

Year 2
Romare Bearden
Ranti Bam
Rachel Whiteread

3

Year 3
Ruth Asawa
Anthony Caro

4

Year 4
Audrey Flack
Clara Peeters
El Anatsui
Sokari Douglas-Camp
Barbara Hepworth
Magdelene Odundo

5

Year 5
Chila Kumari
Njideka Akunyili
Crosby
Vincent Van Gogh
Frida Kahlo
Maggie Scott
Cai Guo-Qiang

6

Year 6
Frank Bowling
David Hockney
Fiona Rae
Paul Rego
John Singer Sargent
Joseph Cornell
Louise Nevelson

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Unit Outcomes Year 1

Painting an Mixed Media: Colour Splash

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate.
- Describe their finished plates.



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Unit Outcomes Year 1 Sculpture and 3D: Paper Play

- Roll paper tubes and attach them to a base securely.
- Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.
- Shape paper strips in a variety of ways to make 3D drawings.
- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.
- Create a tree of life sculpture that includes several different techniques for shaping paper.
- Work successfully with others, sustaining effort over a time.
- Paint with good technique, ensuring good coverage.

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Unit Outcomes Year 2

Painting an Mixed Media: Life in Colour

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

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Unit Outcomes Year 2

Sculpture and 3D: Abstract Shape

- Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.
- Make a structure that holds its 3D shape.
- Explain in simple terms the difference between 2D and 3D art.
- Combine shapes together to make an interesting free-standing sculpture.
- Try out more than one way to create joins between shapes.
- Identify familiar 2D shapes in photographs.
- Identify shapes in the negative space between objects.
- Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
- Plan an abstract sculpture based on play equipment.
- Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).
- Choose appropriate methods for joining elements in their sculptures.
- Show that they have thought about how to improve their sculptures and made choices about what to add.

Work cooperatively in pairs to add detail to their artwork.

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Unit Outcomes Year 3

Painting an Mixed Media: Prehistoric Painting

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.



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Unit Outcomes Year 3

Painting an Mixed Media: Life in Colour

- Name the primary and secondary colours.
- Talk about the colour changes they notice and make predictions about what will happen when two colours mix.
- Describe the colours and textures they see.
- Try different tools to recreate a texture and decide which tool works best.
- Show they can identify different textures in a collaged artwork.
- Apply their knowledge of colour mixing to match colours effectively.
- Choose collage materials based on colour and texture.
- Talk about their ideas for an overall collage.
- Try different arrangements of materials, including overlapping shapes.
- Give likes and dislikes about their work and others'.
- Describe ideas for developing their collages.
- Choose materials and tools after trying them out.

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Unit Outcomes Year 3

Sculpture and 3D: Abstract Shape and Space

- Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.
- Make a structure that holds its 3D shape.
- Explain in simple terms the difference between 2D and 3D art.
- Combine shapes together to make an interesting free-standing sculpture.
- Try out more than one way to create joins between shapes.
- Identify familiar 2D shapes in photographs.
- Identify shapes in the negative space between objects.
- Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.
- Plan an abstract sculpture based on play equipment.
- Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling).
- Choose appropriate methods for joining elements in their sculptures.
- Show that they have thought about how to improve their sculptures and made choices about what to add.
- Work cooperatively in pairs to add detail to their artwork.

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Unit Outcomes Year 4

Painting an Mixed Media: Light and Dark

- Share their ideas about a painting.
- Describe the difference between a tint and a shade.
- Mix tints and shades by adding black or white paint.
- Discuss their real-life experiences of how colours can appear different.
- Use tints and shades to paint an object in 3D.
- Try different arrangements of objects for a composition, explaining their decisions.
- Produce a clear sketch that reflects the arrangement of their objects.
- Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.
- Paint with care and control to make a still life with recognisable objects.

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Unit Outcomes Year 4 Sculpture and 3D: Mega Materials

- Try drawing in an unfamiliar way and take risks in their work.
- Use familiar shapes to create simple 3D drawings and describe the shapes they use.
- Draw a simple design with consideration for how its shape could be cut from soap.
- Transfer a drawn idea successfully to a soap carving.
- Make informed choices about their use of tools.
- Successfully bend wire to follow a simple template, adding details for stability and aesthetics.
- Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.
- Show they are considering alternative ways to display their sculpture when photographing it.
- Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.
- Describe how their work has been influenced by the work of El Anatsui.

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Unit Outcomes Year 5

Painting an Mixed Media: Portraits

- Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.
- Try a variety of materials and compositions for the backgrounds of their drawings.
- Communicate to their partner what kind of photo portrait they want.
- Show that they are making decisions about the position of a drawing on their background, trying multiple ideas.
- Create a successful print.
- Use some Art vocabulary to talk about and compare portraits.
- Identify key facts using a website as a reference.
- Explain their opinion of an artwork.
- Experiment with materials and techniques when adapting their photo portraits.
- Create a self-portrait that aims to represent something about them.
- Show they have considered the effect created by their choice of materials and composition in their final piece.


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Unit Outcomes Year 5 Sculpture and 3D: Interactive Installations

- Group images together, explaining their choices.
- Answer questions about a chosen installation thoughtfully and generate their own questions.
- Show that they understand what installation art means.
- Justify their opinions of installation artworks.
- Evaluate their box designs, considering how they might appear as full-sized spaces.
- Suggest changes they could make if they repeated the activity to create a different atmosphere in the space.
- Create an installation plan, model or space.
- Describe their creations and the changes they made as they worked.
- Describe how their space conveys a particular message or theme.
- Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation.
- Show they have considered options for how to display their installation best e.g. lighting effects.
- Present information about their installation clearly in the chosen format.
- Justify choices made, explaining how they improve the viewer experience or make it interactive.

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Unit Outcomes Year 6

Sculpture and 3D: Making Memories

- Discuss the work of artists that appreciate different artistic styles.
- Create a sculpture to express themselves in a literal or symbolic way.
- Reflect verbally or in writing about creative decisions.
- Suggest ways to represent memories through imagery, shapes and colours.
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.
- Competently use scissors to cut shapes accurately.
- Talk about artists' work and explain what they might use in their own work.
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.
- Successfully translate plans to a 3D sculpture.
- Work mostly independently, experimenting and trying new things.
- Identify and make improvements to their work.
- Produce a completed sculpture demonstrating experimentation, originality and technical competence.
- Competently reflect on successes and personal development.

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The Park Federation

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