


ART & DESIGN

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Purpose of Study

Art is a foundation subject in the National Curriculum. It is a unique form of experience and communication. Through art we can record our environment and our innermost thoughts and fears. The subject provides opportunities to be creative and imaginative whilst developing practical skills in a pleasurable way.

Our main aim is:

- To promote children's enjoyment of Art.
- The need to value the significance of artists and designer's role in society.
- Art lessons should develop a visual awareness in pupils and give them the opportunity to record their feelings and express imagination.
- The experiences in Art should develop pupils' critical abilities and understanding of their own and others cultural heritage.
- Through the use of artistic 2D and 3D projects, pupils will acquire skills and artistic techniques whilst developing their visual vocabulary.
- To broaden pupil's experiences so that they will value everything for the time and thought that went into producing it and to respect the work even if it is not to their personal taste.

National Curriculum

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

EYFS - Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <p>Physical Development:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. <p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

Content

The contribution of art to teaching in other curriculum areas

Art helps to develop imagination, self-expression and creativity - Art fosters experimentation more than many other subjects do. It gives children the freedom and choice to create something that is unique to them. Not only is this a healthy outlet for self-expression, but in the world of work, skills like creativity and innovation are highly valued by many employers.

Art helps to develop self-confidence, self-discipline and resilience - As art is less prescribed than many other subjects, children are often free to choose the direction that they take, and so naturally end up internally asking themselves questions and solving problems as the work progresses. This can lead to a real sense of ownership of what they produce. The artwork does not have to be a masterpiece; the outcome does not matter as much as the skills learnt during the task.

Many children feel more comfortable in art lessons because this is a subject where there is no 'right answer'. They are free to explore their ideas without the threat of being wrong, and so become more at ease with the uncertainty of not knowing how something might turn out. As a result, children are more likely to experiment and try out new ideas. They are less likely to give up when they encounter a problem or things don't end up as they had planned.

Art helps to develop critical thinking - Art helps children to communicate visually about both how they see and experience the world, and how they feel about it. For some children, this may be too difficult a process to do verbally, but through art they can achieve this.

Discussing the artwork of fellow classmates or those of famous artists helps children to look at the world around them through different eyes. It teaches them that not everyone's idea or view of something is the same, nor does it have to be.

For many children, art is an outlet for releasing the stress and pressures of everyday life. It is a calming activity that they are in control of. Creativity has been linked with well-being, and the more children are allowed to explore their individual identity and develop their sense of self, the more content they will be within themselves.

Quality of Education

Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

Implementation

Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific series of lessons for each year group, which will offer structure and narrative. They are by no means to be used exclusively, but can be used to support planning.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Progression of Knowledge

Substantive knowledge in art is based on the knowledge of the 7 elements of art. Although not directly taught at primary level, the children will also develop an awareness of the 7 principles of art. These are:

7 elements of art	7 principles of art
line shape colour form value texture space	Balance contrast emphasis pattern rhythm variety unity

Mediums

	Reception	Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2 Years 5 & 6
Drawing	<ul style="list-style-type: none"> Begin to develop lines to create simple drawings from observations. Use a range of mark making tools <i>e.g.</i>, <i>thick felt tip pens, chalks, wax crayons</i>. 	<ul style="list-style-type: none"> Begin to control lines to create simple drawings from observations. Use a wide range of drawing tools <i>e.g.</i> <i>pens, chalks, charcoal, oil pastels</i>. Colour within the line. Draw on smaller and larger scales. Begin to shade. Begin to use hatching and cross-hatching. Experiment with different tones using an HB pencil. 	<ul style="list-style-type: none"> Experiment with different tones using graded pencils. Include detail within work. Use hatching, cross hatching, random hatching and stippling. Develop the use of shading to create shadows. Draw on a range of scales. Draw using a variety of tools <i>e.g.</i>, pastel, pen and ink. 	<ul style="list-style-type: none"> Draw from observation using different viewpoints. Develop abstract representations. Use perspective, fore/back and middle ground. Investigate proportions. Use a range of mediums on a range of backgrounds.
Drawing specific vocabulary	thick, thin, wavy, straight, pencil, stick, chalk, pastel, felt tip	soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, smooth, rough, tone, soft, hard, shiny, tone, light, dark, pale, oval, long, curvy, bright, marks, hatching	Charcoal, chalk, pastels, pens, grades, forms, third dimension, variations, pattern, texture, proportion, emotion, expression, shading	observation, photographs, visual images, form, lines, patterns, wet media, tonal contrast, blending, perspective, horizon, composition, scale, foreground, middle ground, background

Painting	<ul style="list-style-type: none"> • Explore painting using a range of tools. • Name the primary colours. • Explore mixing colours together. • Use specific vocabulary such as 'lighter', 'darker', 'shades', when discussing colour. 	<ul style="list-style-type: none"> • Use paint to make a variety of marks using a variety of tools. • Make and name secondary colours. • Create and explore shades of colour. • Begin to use more exact colour names <i>e.g. peach, turquoise etc.</i> • Create tints and tones by adding white and black to colours. • Recognise warm and cold colours. • Explore variations of the same colour. • Explore the relationship between mood and colour. 	<ul style="list-style-type: none"> • Use a variety of brushes and explore ways of making marks with them. • Mix and match colours. • Lighten and darken colours using white, grey and black to create tints, tones and shades. • Use colour to create more abstract images <i>e.g. blue for leaves</i> • Begin to use watercolours creating shades through the intensity of colour. • Use contrasting and harmonious colours to create patterns. • Explore tertiary colours. 	<ul style="list-style-type: none"> • Experiment with colour to create degrees of intensity. • Use a variety of paints and explore their effects. • Paint using limited colour palettes. • Use specific colour language <i>e.g. hue</i> • use specific paint effects <i>e.g. stippling, blocking</i> • talk about primary, secondary, tertiary, contrasting and harmonious colours when referring to works of art and compositions.
Painting specific vocabulary	Colour, primary colour names, paint, mix, brush	primary colours, secondary colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab,	neutral colours, foreground, middle ground, background, abstract, emotion, blend, line, tone, fresco, shade, tint, bold brushstroke	blend, abstract, absorb, colour, impressionism, impressionists, mood, surrealism.
Printing	<ul style="list-style-type: none"> • Experiment with different ways of creating a print. 	<ul style="list-style-type: none"> • Begin to use rollers and ink to create prints. • Print with found and natural objects. <p>Can mix and print onto a variety of background materials <i>e.g. fabric, paper</i></p> <ul style="list-style-type: none"> • Create simple prints using polystyrene tiles. • Create a repeating pattern 	<ul style="list-style-type: none"> • Create tiles using polystyrene • Use rollers and ink to create prints using more than one colour • Print using found and natural objects to create texture. • Create patterns including repeats, tessellations and overlays. 	<ul style="list-style-type: none"> • Create prints using lino. • Design prints incorporating motifs.
Printing specific vocabulary	Print, shapes	Rollers, ink, natural, repeating, pattern, block-print, press print	Tiles. tessellation, overlay, surface, impression, mono-print	Lino, engraving, indentation, water-based, oil-based, relief, motif

Collage	<ul style="list-style-type: none"> • Explore different materials and how they can be joined together. • Use loose materials and objects to create pictures. 	<ul style="list-style-type: none"> • Use a variety of papers and materials to create collages • Use natural materials to create temporary collages • Cut, tear, weave and layer materials to create effects. 	<ul style="list-style-type: none"> • Use a range of stimuli for collage work. • Explore the use of photomontage to create compositions. 	<ul style="list-style-type: none"> • Develop the use a variety of paper collage techniques. • Develop accuracy in e.g. <i>cutting, tearing etc.</i>
Collage specific vocabulary	Create, make, join	Paper, card, fabric, cut, glue, stick, natural, arrange, collage, cut, tear, weave, layer	texture, shape, form, pattern, mosaic, montage, tessellate, overlap	shape, form, arrange, fix, plan, design, effect
Sculpture	<ul style="list-style-type: none"> • Begin to handle and use malleable materials. • Use a variety of materials and objects to create 3D compositions. 	<ul style="list-style-type: none"> • Use rolling, cutting, carving and moulding to manipulate clay. • Create using the coiling method. • Join two pieces of clay together. • Investigate a range of different materials and experiment with how they can be connected together to form simple structures. 	<ul style="list-style-type: none"> • Add interesting details and textures to clay. • Create and combine shapes. • Join clay using slip. • Convey expression and/or movement. 	<ul style="list-style-type: none"> • Use tools to create texture and pattern. • Show life-like qualities and real life proportions. • Use frameworks to provide stability and form. • Combine visual and tactile qualities.
Sculpture specific vocabulary	Clay, soft, hard, shape, join	sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, shapes, materials,	rectangular, concrete, terrace, architect, 2D shape, brim, peak, edging, trimmings, shape, shadow, light.	form, structure, texture, shape, mark, soft, join, cast, design, evaluate, sculpt

Disciplinary knowledge in art and design is the interpretation of the elements, how they can be used and combined in order to create a specific and desired effect. It is also the critical evaluation of artists work; evaluating style and technique and having the ability to appraise a piece of work.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring, developing and collecting ideas	<p>Explore colour and how it can be changed through mixing.</p> <p>Understand that they can use lines to enclose space.</p> <p>Experiment to create different textures.</p> <p>Understand that different media can be combined to create new effects.</p> <p>Plan to construct with a purpose in mind.</p>	<p>Begin to use art to explore, develop and share ideas.</p> <p>Try out different materials to design and make products.</p> <p>Build resilience by getting things wrong and trying again.</p>	<p>Respond positively to ideas and starting points, making sensible choices about what to do next.</p> <p>Collect information to inform their decisions, exploring and experimenting with different materials.</p> <p>Use key vocabulary to explain their decisions</p>	<p>Use a sketchbook for recording observations, exploring and developing ideas.</p> <p>Explore and experiment with different materials and techniques to create a range of effects.</p> <p>Use an increasing awareness of different arts, crafts and design to influence creativity and diversity.</p>	<p>Use a sketchbook for recording observations, developing and adapting and refining ideas.</p> <p>Continue to experiment with, and develop, techniques using a range of materials and sources of interest.</p> <p>Build resilience. Make mistakes and suggest improvements to their work.</p>	<p>Use a sketchbook to develop and review ideas.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials.</p> <p>Think critically about their artwork and use technical vocabulary to explain their ideas.</p>	<p>Within sketchbooks use artistic influences, observations, experience or imagination to develop open ended research.</p> <p>Use knowledge of materials and techniques to incorporate different textures, shape, form, pattern and structure in work.</p>
Evaluating and Adapting work	<p>Begin to be interested in and describe the texture of things.</p> <p>Realise that tools can be used for a purpose.</p> <p>Adapts work where necessary.</p> <p>Recognise and describe key features of their own and others work.</p> <p>Share creations and</p>	<p>Begin to use technical vocabulary to describe another person's artwork.</p> <p>Describe similarities and differences and make links to their own work.</p>	<p>Give reasons for opinions when they look at art/craft or design work.</p> <p>Describe their own work and what they might change or develop further.</p>	<p>Explain what they like or dislike about their work.</p> <p>Give feedback, using technical vocabulary, to describe how they would improve their work.</p>	<p>Use skills taught to adapt and improve work.</p> <p>Practise and share their learning and skills with others, giving and receiving feedback to improve.</p>	<p>Evaluate own work against the intended outcome.</p> <p>Use technical vocabulary to evaluate own work and that of others.</p> <p>Return to work over longer periods of time and use a wider range of materials.</p>	<p>Adapt their own final work following feedback or discussion based on their preparatory ideas.</p> <p>Refine their use of learned techniques.</p> <p>Use technical vocabulary to evaluate the work of others, providing constructive</p>

	explain the process.						feedback.
Exploring the work of other artists <i>Children should study the work of at least one artist as part of each planned unit of work.</i>	Be aware that other people create works using a variety of images, techniques and styles.	Have the opportunity to learn from the works of famous artists, studying their techniques and processes. Say what they like or dislike about people's artwork.	Understand that different artistic works are made by craftspeople from different cultures and times. Describe the similarities between artworks and link to their own pieces.	Continue to study some of the great artists, architects and designers in history and describe their work. Use inspiration from other's work to create their own pieces.	Describe, and express an opinion on, the work of famous and notable artists and refer to the differing techniques, effects and working practices. Use inspiration from famous artists to replicate a piece of work.	Research, discuss and give detailed observations about various artists, architects and designers. Use increased knowledge to offer opinion, compare and contrast the work of others and link this to their own work.	Describe the work and offer facts about notable artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists.

Long Term Planning

EYFS/KS1 3-year cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A 2022 - 2023	Colour Chaos– making colour	Christmas cards Christmas window	Henri Rousseau		Sparks & Flames	
B 2023 - 2024	African Art Batik		LS Lowry		Joan Miro	
C 2024 - 2025	Portraits		Let's Sculpt!		Andy Goldsworthy	

KS2 4-year cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A 2022 - 2023	Drawing – Still Life (<i>Willem Claeszoon Heda</i>) (<i>painting</i>)	Christmas cards Christmas window	Sculpture – Mayan Death masks (<i>Juan Sisay</i>)		Digital Art – Asby calendar (<i>Ansel Adams</i>)	
B 2023 - 2024	Printing – Arts & Craft Movement (<i>William Morris</i>) (<i>drawing</i>)		Collage – Paper Art (<i>Henri Matisse</i>)		Painting – Pointism (<i>Suerat</i>) (<i>drawing</i>)	
C 2022 - 2023	Drawing – Plant art (<i>Georgia O'Keeffe</i> , <i>Oral Kiely</i>) (<i>sculpture</i>)		Sculpture – Recycled Art (<i>HA Schult</i> , <i>Wim Delvoye</i> , <i>Ptolemy Elrington</i>)		Street Art – graffiti (<i>Banksy</i>) (<i>drawing</i>)	
D 2023 - 2024	Printing – Indian art (<i>painting, patterns</i>)		Collage – Yayoi Kusama (<i>Painting & sculpture</i>)		Painting – Landscapes (<i>Turner</i> , <i>Constable</i> , <i>van Gough</i>) (<i>collage</i>)	