

Art and Design

Henri Matisse. "Creativity takes courage"

Art is a foundation subject of the National Curriculum and an important part of developing our children's ability to promote their individual creativity, express their ideas and understanding and to work both individually and collaboratively with others. Teachers plan art lessons, which are often child led and aim to ensure that children are able to develop key skills using specific media. The importance of Art is evident through the enthusiasm children show for the subject and through our displays. In line with the Early Years Foundation Curriculum and National Curriculum our aim is to ensure that children are confident approaching artwork, feel a strong sense of achievement, value the impact of art within their own lives and are able to reach their full potential.

Curriculum Intent

Pupils will leave school having had the opportunity to learn and develop practical skills within art and to have evaluated and analysed creative works using the language of art, craft and design. They will have found out about some great artists, craft makers and designers and have understanding of the historical and cultural development of their art forms. The children will learn 'key art skills' appropriate to each year group. The 'key art skills' are to be taught discreetly, with an emphasis on teaching the practical and theoretical skills of drawing and painting, and with reference to relevant artists. Children should leave these sessions having made progress in their practice. The children will learn cross curricular skills which are taught alongside other subjects to enhance cross curricular learning. As children progress through each year group, they will build on skills previously taught and embedded. There is a clear plan for progression. Children will be supported to close any gaps in their learning. Where children show high ability, talent and interest, they will be further challenged. Every effort will be made to identify and lift barriers to learning. The subject will be presented as one to enjoy.

Curriculum Implementation

The teaching and implementation of the Art and Design Curriculum is based on the National Curriculum ensuring a well structured approach to this creative subject. The skills and knowledge that children will develop are mapped across each year group/key stage and throughout the school to ensure progression. Developing knowledge ensures that children understand the context of artwork, as well as the artists that they are learning about and being inspired by. Through our termly themes, teachers link Art and Design to other curriculum areas so children develop a knowledge of individual artists as well as finding out about individual works and art movements and genres. We are careful to

present representative role models. A focus on skills means that children are given opportunities to express their creative imagination, as well as practice and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. The school shows value to pupils' art work through celebration assemblies and displays. The school ensures it is well resourced and uses the school environment creatively to support learning. Children in KS2 keep a sketch book but wider outcomes in a variety of media forms the basis for results. Children are encouraged to be individual in their approach to art and design.

Curriculum Impact

Classroom and corridor displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school celebrates children's achievements in art in celebration assemblies and on the website and in newsletters demonstrating the subject's valued status in the school. In EYFS, outcomes are captured in Learning Journeys.

A range of formative assessment strategies are used and peer assessment is encouraged to inform and address any trends or gaps in progress and attainment. Summative assessments take place termly and teachers record the progress and attainment against National Curriculum expectations of attainment. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately.

Further information is gathered through pupil feedback; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Sketchbook development is a focus in KS2 and will be used to record: ideas, research about artists, skills development and reflections.

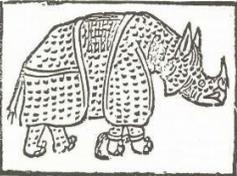
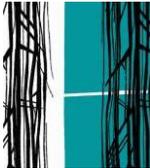
Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked in their individual learning journeys. Age related expectation levels are reported to parents at the end of the reception year.

The desired impact of our Art and Design curriculum is that it equips us to be risk takers, evaluators and reflective and engaged learners. They will have knowledge of art and culture, will have developed preferences and made choices which will have a positive life-long impact.

Engagement with art and design may also support children's spiritual development and emotional well being.

Progression Document – Art and Design

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
<p>Colour</p> <p><i>“When you go out to paint, try to forget what objects you have before you, a tree, a house, a field or whatever. Merely think here is a little square of blue, here an oblong of pink, here a streak of yellow, and paint it just as it looks to you.”</i> Monet</p>	<p>Experiencing and using primary colour</p> <p>Naming</p>	<p>Collections of colour</p> <p>Sorting, selecting and discussing colours</p> <p>Mixing colours</p>	<p>Awareness of the variety and qualities of colour in the environment</p> <p>Looking at pictures and artefacts</p> <p>Discussing colour</p> <p>Matching</p>	<p>Mixing and matching colours</p> <p>Refining use of colour</p> <p>Using colour to express and describe</p> <p>Discussing</p>		<p>Controlling and experimenting particular qualities of tone, shades, hue and mood</p> <p>Considering colour for purposes</p>		<p>Monet</p> <p>Van Gogh</p> <p>Mondrian</p> <p>Rothko</p> <p>O’Keeffe</p> <p>Matisse</p> <p>Kandinsky</p> <p>Lowry</p>
<p>Pattern</p> 	<p>Non figurative paintings, drawings, printing, imprinting, collage for example</p>	<p>Awareness of surface, patterns, rubbings</p> <p>Experiment with pattern</p> <p>Arrangements of natural and man made items</p>	<p>Experimenting, arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Looking at patterns and discussing</p>	<p>Searching for pattern</p> <p>Using the environment and other sources</p> <p>Recording, rubbing, printing, analysing</p>		<p>Organising pattern</p> <p>Using shape</p> <p>Abstract pattern</p> <p>Expressing mood</p> <p>Pattern for purposes e.g. clothes, puppets, boxes, folders, book covers etc.</p>		<p>William Morris</p> <p>Bridget Riley</p> <p>Anni Albers</p> <p>Islamic tiles</p>
<p>Print making</p>	<p>Random printing with a variety of objects – junk, bark, card,</p>	<p>Using printmaking as a means of experiment and expression</p>	<p>Using printmaking as a means of drawing</p>	<p>Interpretation of environmental and manmade patterns and form</p>		<p>Interpretation of environmental and manmade patterns and form</p>		<p>Yoshitoshi</p> <p>Warhol</p> <p>Joan Miro</p>

 <p>Albrecht Dürer</p>	<p>vegetables, polystyrene for example</p> <p>Imprinting into clay and dough for example</p>		<p>Order, symmetry, irregularity, over printing</p> <p>Looking at prints</p> <p>Discussing</p>	<p>Building up shapes and patterns</p> <p>Discussing the nature of effects</p>	<p>Building up shapes and patterns</p> <p>Discussing the nature of effects</p>	<p>African printing and design</p>
<p>Texture</p>	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experiences</p> <p>Simple sewing to collage</p>	<p>Awareness of surface, texture and the feel of different qualities</p> <p>Collecting, sorting, rubbing, Discussing</p> <p>Sewing collage and construction</p>	<p>Responding to materials</p> <p>Arranging and rearranging</p> <p>Developing into pattern, relief and pictures</p> <p>Dolls, puppets</p> <p>Destruction of materials to learn qualities</p> <p>Construction and reconstruction</p>	<p>Awareness of the nature of materials and surfaces</p> <p>Discussion of surface decoration – pots, models etc</p> <p>Using to express and communicate ideas</p>	<p>Awareness of the potential of the uses of material</p> <p>Use of found and constructed textures in expressive and analytical work and design</p>	<p>Keifer</p> <p>Turner</p> <p>Gaudi (architecture)</p> <p>Rodin (sculpture)</p> <p>Lucienne Day (textiles)</p>  <p>Indian textiles</p>
<p>Form</p> 	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing and deconstructing</p> <p>Sensory experience</p>	<p>Use of hands and tools</p> <p>Random forms</p> <p>Embodiment of personal ideas</p> <p>Constructions, assemblages, junk, dolls, puppets etc.</p>	<p>Awareness of natural and man made forms and environments</p> <p>Modelling</p> <p>Building hand pots – clay</p> <p>Expression of personal experiences and ideas</p>	<p>Understanding the qualities and potential of constructional and malleable materials as a means of problem solving and expression</p> <p>Construction, form, models, building etc.</p> <p>Clay, slabbing and coiling</p>	<p>DT projects,</p>	<p>Escher</p> <p>Frank Lloyd Wright</p> <p>Henry Moore</p> <p>Rachel Whiteread</p> <p>Cornelia Parker</p> <p>Goldsworthy</p>

			<p>Discussing</p> 	<p>Understanding adhesives and methods of construction</p> <p>Investigating, analysing and interpreting natural and manmade forms and environments</p> <p>Considering light and shadow, form and space</p>		
<p>Drawing</p> <p><i>'to draw, you must close your eyes and sing'</i></p> <p>Picasso</p>  <p>Haring</p>	<p>Mask making</p> <p>Enjoyment of using graphic tools, fingers, hands, chalk, pens, pencils, brushes and natural materials</p>	<p>Experimenting with a wide range of tools, material and surfaces</p> <p>Embodying ideas and building up ways of representing their own world and experiences using line, form and shape</p>	<p>Growing awareness of natural and manmade environment</p> <p>Analysing, expressing and communicating personal interest and feelings</p> <p>Looking at drawings</p> <p>Sketching</p> <p>Working out ideas through drawing</p> <p>Discussion</p>	<p>Analysis of qualities – shape, line pattern, form and texture in the environment</p> <p>Fantasy ideas</p> <p>Using drawing as a means of designing</p> <p>Computer generated work</p> <p>Keeping a sketch book</p> 	<p>Awareness of dark and light, form and texture</p> <p>Awareness of the potential of tools and materials appropriate to embody ideas and serve needs</p> <p>Computer generated work</p> <p>Keeping a sketch book</p>	<p>Leonardo da Vinci</p> <p>Michelangelo</p> <p>Picasso</p> <p>Rousseau</p>
<p>Response to artefacts and design forms</p> <p><i>'Have nothing in your house that you do not know to</i></p>	<p>Introduction of art and design forms of all kinds</p> <p>Talking about likes and dislikes</p>	<p>Paintings and drawings, print, sculptures, models, ceramics, textiles, buildings etc.</p>	<p>Visits, excursions around the neighbourhood and further afield</p>	<p>Museums and galleries (virtual and real)</p> <p>Looking at functional design</p> <p>Discussing the ways in which things were made</p>	<p>Development of interest in differing modes of communication and expression</p> <p>Form and function</p> <p>Personal enjoyment and response</p>	

<p><i>be useful, or believe to be beautiful.'</i> William Morris</p>	<p>Personal response and appreciation Other cultures</p>	<p>Enjoyment and discussion</p>	<p>Artists, designers and craftsmen to visit school</p>	<p>– colour, form, techniques Bayeux Tapestry, sewing, Tudor prints: wallpapers, rugs (Virtual tour of Tate, V and A, Portrait gallery)</p>	<p>Explore similarities and differences in different forms of art and design (possible visit to Sainsbury Arts Centre)</p>	<p>Charles Rene Mackintosh</p>
<p>Working at Greater Depth</p>	<p>develop their own ideas through selecting and using materials and working on processes that interest them find out and make decisions about how media and materials can be combined and changed talk about the ideas and processes which have led them to make their designs or images</p>	<p>make links between their own artwork and other artists' evaluate their own and others' artwork and make suggestions for improvement comment how an artist/designer has used colour, pattern and shape plan their art using a range of techniques e.g. sketches, discussion</p>	<p>make comparisons between their own artwork and other artists' articulate what they are trying to express in their own artwork make suggestions for improvement in their own and others' artwork transfer skills into a different medium e.g. using drawing skills when painting?</p>	<p>Year 3 Evaluate their learning process and make suggestions for improvement in their own and others' artwork. Adapt or improve their original ideas. Explain why they have selected specific materials for their artwork. Begin to communicate influences of their artwork e.g. mood boards, artists, objects, nature. Year 4 Critique their own and others' artwork throughout the learning process to develop and support each other.</p>	<p>Year 5 Keep detailed notes, quotes or annotations using advanced vocabulary to explain and reflect on their artistic process? E.g. form, composition, tone Plan carefully their art, taking into account layout, composition and perspective. Explain their own style of art and what has influenced their choices? E.g. mood, events, geography, nature, history Year 6 Demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing</p>	

	talk about the features of their own and others' work, recognising the differences between them and the strengths of others			Use a range of sources e.g. books, internet, galleries to influence their ideas. Experiment with combining different materials and discuss their effectiveness. Discuss how a range of factors influences art from different cultures	skills, and actively enquiring how to make improvements. Able to work independently, confidently and take creative risks in their work. Explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history	
--	---	--	--	---	--	--

<p>Vocabulary</p> <p><i>'I found I could say things with colour and shapes that I couldn't say in any other way'</i> Georgia O'Keeffe'</p> 	<p>Mainly verbs – painting, drawing, printing etc</p> <p>Naming tools and materials</p> <p>Response words – beautiful, scary etc</p> <p>Scale words – big, small etc</p> <p>Naming colours</p>	<p>Extension of colour vocabulary</p> <p>Linking colour to items e.g. raspberry, pillar box red etc.</p> <p>Organisation words – repeat, overlap, symmetry, regular, irregular etc.</p>	<p>Words describing visual and tactile qualities</p> <p>Description of artefacts and discussion</p> <p>Comment on each other's' work</p>	<p>Extension of colour vocabulary</p> <p>Linking colour to items e.g. raspberry, pillar box red etc.</p> <p>Organisation words – repeat, overlap, symmetry, regular, irregular etc.</p> <p>Words describing visual and tactile qualities</p> <p>Description of artefacts and discussion</p> <p>Comment on each other's' work</p>	<p>Understanding the meaning of matching, dark and light, hot and cold, colours, lines, shades, contrasts</p> <p>Technical terms used in processes</p> <p>Naming techniques and tools, sculpting, modelling, weaving, hanging, pottery, relief, construction, manuscript, calligraphy, print, engraving etc.</p> <p>Building listening and reading skills needed to understand challenges and problems</p> <p>Organise words to plan, annotate and describe some design processes</p> <p>Evaluating every product, own and others</p>	
---	--	---	--	--	---	---

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf