ART AT SHIPLEY

# Friendship, Faith, Future

**SUBJECT: ART**

**NATIONAL CURRICULUM**

# Purpose of study

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

# Aims

The national curriculum for art and design aims to ensure that all pupils:

♣ 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

**INTENT**

Art can enrich all other areas of the curriculum by adding a wider artistic view. Alongside the development of practical skills, the art curriculum stimulates creativity and promotes imagination, providing opportunities for all children to explore a range of materials and techniques and skills. Artists should have access visual, tactile and sensory experiences in order to develop their language and communication skills and gain an insight into the world around them and provide a stimulating learning environment where work in art is valued.

**IMPLEMENTATION**

Art is taught across a two year rolling programme using a cross curricular approach. The children are given a range of opportunities to explore a wide variety of materials and techniques, developing their skills and thinking as young artists. The curriculum is progressive and so allows the children to build on skills, knowledge and techniques year on year. Throughout each unit, the children build on previous understanding through five areas of content: making skills, generating ideas, formal elements, knowledge of artists and evaluating their work. Various media types are explored within each unit to give the widest possible range of experiences for all children. The materials and media used are revisited throughout units and year groups to ensure progression. Children are taught key knowledge, language and meanings in order to understand and apply new terminology to their work in Art and across the wider curriculum

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. Children with fine motor skills difficulties may need adapted resources. Staff use the NASEN Teacher Handbook to support with curriculum planning.

**EYFS**

# Expressive Arts and Design ELG: Creating with Materials

*Children at the expected level of development will:*

* 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;
* Make use of props and materials when role playing characters in narratives and stories.

Through Expressive Arts children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

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| **CYCLE A 2023-24** | | | |
| **EYFS** | Children safely explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Paper plate portraits. Pencil/paint staff portraits. Junk modelling towers and superheroes. Playdough biscuits, bears. Sawing frames. Painting with seasonal fruit. Sponge printing poppies. Painting and pastel poppies. Clay hedgehogs. | Draw with increasing complexity and detail. – sketch bikes and bike parts  Make a magic mud painting - Explore different materials freely, in order to develop their ideas about how to use them and what to make. Make leaf animal pictures. | Children safely explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Duckling collages. Aboriginal paint techniques – koala bears and fire birds. |
| **KS1** | Colour wheel and shade making to paint a water colour woodlouse   1. Name the primary and secondary colours; 2. experiment with different brushes (including brushstrokes) and other painting tools; 3. mix primary colours to make secondary colours; 4. add white and black to alter tints and shades;   use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. | To make a vehicle rip collage. Use a combination of materials that have been cut, torn and glued;   1. sort and arrange materials; 2. add texture by mixing materials;   use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. | To create an Australian cultural object using paint and clay.   1. use a variety of materials, e.g. sponges, fruit, blocks; 2. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;   use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.   1. respond positively to ideas and starting points; 2. explore ideas and collect information; 3. draw lines of varying thickness; 4. use dots and lines to demonstrate pattern and texture; 5. To create a drawing of Sydney Opera House   use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. |
| **Y3/4** | Sketching poppies and making clay poppies   1. use sketchbooks to record ideas; 2. adapt and refine ideas; 3. use clay and other malleable materials and practise joining techniques; | Observational drawings & design idea (STEM)  To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can:   1. experiment with showing line, tone and texture with different hardness of pencils; 2. use shading to show light and shadow effects; 3. use different materials to draw, e.g. pastels, chalk, felt tips; 4. show an awareness of space when drawing;   use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. | To create Monet style watercolour painting of Shipley.   1. use varied brush techniques to create shapes, textures, patterns and lines;   use key vocabulary to demonstrate knowledge and understanding in this strand: colour, including complementary colours foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.   1. Use famous artists to inspire a piece of work; 2. Reflect upon their work inspired by a famous notable artist and the development of their art skills; 3. express an opinion on the work of famous, notable artists and refer to techniques and effect;   Use key vocabulary to demonstrate knowledge and understanding in this strand: Monet  Create a painting using natural materials.   1. mix colours effectively using the correct language, e.g. tint, shade, primary and secondary, complementary |
| **Y5/6** | 1. give detailed observations about notable artists’, artisans’ and designers’ work; - Paul Nash and Norman Wilkinson – create a watercolour landscape 2. create a colour palette, demonstrating mixing techniques; 3. use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;   use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.  To improve their mastery of art and design techniques, including drawing, with a range of materials, through propaganda posters.   1. review and revisit ideas in their sketchbooks, to create a new dazzle scheme for both sides of a ship in pastels.   Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. | To become proficient in drawing techniques.(science based)  To improve their mastery of art and design techniques, including drawing, with a range of materials.  Children can:   1. use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; 2. depict movement and perspective in drawings; 3. use a variety of tools and select the most appropriate;   use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti. | To create a sculpture inspired by the sculptures on the Knepp Estate.  To create a mixed media collage of cattle. |
| **CYCLE B 2024-25** | | | |
| **EYFS-EAD** | Children safely explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Junk modelling towers, dinosaurs. Playdough shapes & cookies. Seasons painting. Sawing wood frames. | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. Playdough aliens. Junk modelling aliens. Marbled foam planets. | Children safely explore and use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function  Duckling painting and collage. Seascape paintings. Self-portraits. |
| **KS1** | Weaving and dyeing  To become proficient in other art, craft and design techniques – textiles.  To develop a wide range of art and design techniques in using colour, pattern and texture.  Children can:   1. show pattern by weaving; 2. use a dyeing technique to alter a textile’s colour and pattern; 3. decorate textiles with glue or stitching, to add colour and detail;   use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. | Carving  To become proficient in sculpting techniques.  To use sculpture to develop and share their ideas, experiences and imagination.  Children can:   1. use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; 2. use a variety of techniques, e.g. rolling, cutting, pinching; 3. use a variety of shapes, including lines and texture;   use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. | Printing (map symbols)  To develop a wide range of art and design techniques in using colour and texture.  Children can:   1. copy an original print; 2. use a variety of materials, e.g. sponges, fruit, blocks; 3. demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;   use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. |
| **Y3/4** | Marbling, Sculpture – papier mache (History link)  To become proficient in sculpting techniques.  To improve their mastery of art and design techniques, including sculpting with a range of materials.  Children can:   1. cut, make and combine shapes to create recognisable forms; 2. use clay and other malleable materials and practise joining techniques; 3. add materials to the sculpture to create detail;   use key vocabulary to demonstrate knowledge and understanding in this strand: | Collage  To improve their mastery of art and design techniques with a range of materials – collage & Roman mosaic designs  Children can:   1. select colours and materials to create effect, giving reasons for their choices; 2. refine work as they go to ensure precision; 3. learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;   use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. | Drawing – line, shape and shade   1. experiment with showing line, tone and texture with different hardness of pencils; 2. use shading to show light and shadow effects; |
| **Y5/6** | Anglo Saxons & Vikings  Weaving/textiles  To improve their mastery of art and design techniques with a range of materials – textiles.  Children can:   1. experiment with a range of media by overlapping and layering in order to create texture, effect and colour; 2. add decoration to create effect;   use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern | Printing – South American inspiration  range of materials – printing.  Children can:   1. design and create printing blocks/tiles; 2. develop techniques in mono, block and relief printing; 3. create and arrange accurate patterns;   use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph; | Collage – Ancient Egypt/ Andrew Goldsworthy  To improve their mastery of art and design techniques with a range of materials – collage.  Children can:   1. add collage to a painted or printed background; 2. create and arrange accurate patterns; 3. use a range of mixed media; 4. plan and design a collage;   use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix. |

**IMPACT**

Art is one of the most popular subjects chosen by children (pupil voice survey 2023)

Teaching and learning will show progression across all key stages in Art. Children should retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own art work. They should see themselves as ‘artists’, explaining and evaluating their choices and the analysing the outcomes. By the time children leave, they need to have developed a passion for art and creativity, working both independently and collaboratively. They need to be confident when using a range of tools and techniques,

Work is celebrated wider than the school through participation in competitions, exhibitions and other art events. After school art clubs are well attended and often over subscribed

Impact of our curriculum is measured through the following methods:

* + Pupil discussions and interviewing the pupils about their learning (pupil voice).
  + Governor monitoring with our subject link governor.
  + Annual reporting and tracking of standards across the curriculum.
  + Photo evidence of the pupils’ practical learning.