



Stoke Row Church of England Primary School

Curriculum Statement for Art

Level Expected at the End of EYFS

The main Early Years Outcomes covered are:

- Use a range of small tools, including scissors, paintbrushes and cutlery (PD)
- Begin to show accuracy and care when drawing (PD)
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function (EAD)
- Share their creations, explaining the process they have used (EAD)
- Explore the natural world around them, making observations and drawing pictures of animals and plants (UW)

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
During years 1 and 2, Pupils should 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.	During years 3, 4, 5 and 6, Pupils should 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.

Intent

At Stoke Row we believe that Art should be fully inclusive to every child and a vital part of their development of their unique light and their **Bright Future**. Our aims are to fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills and enable children to observe and record from first-hand experience and from imagination. We aim to develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space. We aim to foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers. We also aim to increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works using the language of art and design and develop a broader understanding of how it links to other subjects.

Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. The aims of teaching art and design in our school are:

- To 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 part of their **Bright Futures**.
- As pupils progress through school, they should begin 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 cultural wealth of our nation.
- To produce creative work, exploring their ideas and recording their experiences.
- To become proficient in drawing, painting, sculpture and other art, craft and design.

Implementation

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught weekly from year one onwards focusing on knowledge and skills stated in the National Curriculum and using the EYFS framework. The progression document ensures that the curriculum is ambitious and develops children's cultural capital and the skills/knowledge (within techniques, developing ideas and of artists) are taught progressively from year group to year group. We provide a variety of opportunities for art and design learning in the community. We ensure children have an opportunity to visit a local art gallery/museum over a key stage and display our work in the local community and around our school building further towards their **Bright Futures**.

Impact

Our art and design curriculum is high quality and we focus on progression of knowledge and skills and discreet vocabulary progression also forms part of the units of work. We use sketch books from Key Stage 1 to enable children to explore ideas and practise skills and keep a record of their learning. We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Observing children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's sketch books are scrutinised and there is the opportunity for a dialogue between teachers

	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Exploring and developing ideas	Experiment with colour, design, form and function and explain the processes they have used	Explore and record their own ideas through painting drawing, sculpture in response to first hand observations. Talk about their ideas and the choices they have made. Show confidence in working creativity with a range of media	Choose their own starting point from a range of ideas e.g. a visit to a gallery =, an artefact, digital experiences Begin to record their thoughts and experiences in a sketch book Explain the reasons for their ideas and discuss and answer questions about how their ideas have developed Show confidence when working creatively through a range of media Explain how they are beginning to use language appropriate to the chosen type of art Use creative thinking to begin to adapt an initial idea	Independently investigate a range of starting points for their work and choose which idea to develop further Record their thoughts and experiences in a sketch book Review and revisit these ideas as their work develops Be confident to work creatively adapting ideas and taking risks when choosing tools, media and materials. Use language appropriate to their chosen art form to help them explain their chosen idea.
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge of artists and designers		Describe what they think or feel about the work of a chosen artist, craft maker or designer Recognise the styles of artists and use this to inform their own work Talk about the similarities and differences between different artists	Discuss styles of artists, craft maker or designers and use this to inform their own work Begin to understand the historical and cultural significance of a chosen artist	Critically analyse the styles of artists, craft makers or designers and use this to inform their own work Understand how a chosen artist has contributed to the culture or history of a specific nation
		<u>Suggested artists:</u> Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild	<u>Suggested artists:</u> Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul	<u>Suggested artists:</u> Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo,

	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
			<i>Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood.</i>	<i>Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean- Michel Basquiat, Mary Cassatt.</i>
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Evaluating and developing work	Share their creations, explaining the processes they have used	Describe some of the art and design techniques they have used in their work Talk about the features they like in their own work and the work of others Talk about what they might change in their own work Talk about the techniques, materials and equipment used in their work and the work of others Adapt and make changes to their work and the tools they use as it develops Describe how they have changed and adapted their work for a specific purpose	Compare ideas, methods and approaches in their own and others work Adapt their work as it develops and discuss with others Compare methods, ideas and approaches in their own and others work	Use appropriate language when comparing ideas, methods and approaches in their own and others work Describe how they think and feel about their own and others work and how this might influence their designs Show their ongoing evaluations and how they might develop their work further Use language specific to a range of techniques to identify effective and ineffective features and use this to inform and evaluate their own work Reflect on ways their imaginative work has developed from a range of starting points
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Drawing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Explore the natural world around them, making drawings of their observations Begin to show accuracy and care when drawing	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points, chalk and other dry media Use a sketchbook to gather and collect artwork Begin to explore the use of line, shape and colour Layer different media Understand the basic use of a sketchbook and work out ideas for drawing Draw for a sustained period of time from the figure and real objects Experiment with visual elements – line, shape, pattern and colour	Experiment with different grades of pencil and other implements Plan, refine and altar drawings as necessary Use their sketchbook to collect and record visual information from a range of sources Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern Make informed choices in drawing including paper and media Alter and refine drawings describing changes using art vocabulary Explore relationships between line, tone, pattern, shape, line and texture	Use a variety of source material for their work Work in a sustained and independent way from observation, experience and imagination Use a sketchbook to develop ideas Explore the potential properties of and manipulate and experience with the visual elements – line, tone, pattern, texture, colour and shape Demonstrate a wide variety of ways to make different marks with dry and wet media Identify artists who have worked in a similar way to their own work
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2

	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Painting	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use a range of small tools including scissors, paintbrushes and cutlery	Use a variety of tools and techniques including the use of different brush size and type Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades using different types of paint Create different textures Name different types of paint and their properties	Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures Work confidently on a range of scales Make and match colours with increasing accuracy Use more specific colour language Show increasing independence and creativity in the painting process	Demonstrate a secure knowledge of primary secondary, warm and cold, complimentary and contrasting colour Work on preliminary studies to test media and materials Create imagine work from a variety of sources Create shades and tints using black and white Choose appropriate paint, paper and implements to adapt and extend their work Carry out preliminary studies and work from a variety of sources Show an awareness of composition
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Printing	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use a range of small tools including scissors, paintbrushes and cutlery	Make marks in print with a variety of objects Carry out different printing techniques Make rubbings Build a repeating pattern and recognise pattern in the environment Design patterns of increasing complexity and repetition Monoprint, block, relief, resist, rubbings, carbon printing, fabric printing	Print using a variety of materials, objects and techniques including layering and resist printing Talk about the processes used to produce a simple print Explore pattern, shape, creating ideas for printing Research, create and refine a print using a variety of techniques Select materials appropriate to their design Marbling, silk screen, cold-water paste	Explain techniques and choose printing method appropriate to task Build up layers, patterns and textures and organise work in terms of pattern, repetition, symmetry or random styles Choose inks and overlay colours Describe varied techniques Be confident with printing on paper and fabric Work independently and be able to alter and modify work Poly blocks, mono, relief, resist, inks fabric
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Textiles/Collage	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use a range of small tools including scissors, paintbrushes and cutlery	Use a variety of techniques Know how to thread a needle, cut, glue and trim material Create images from imagination, experience or observation Create textured collages from a variety of media Make a simple mosaic Stich, knot and use other manipulative skills Weaving, finger knitting, fabric crayons, sewing, Binca, French knitting, tie dying, wax/oil resist, applique, embroidery	Use a variety of techniques Name the tools and materials they have used Develop skills in stitching, cutting and joining Match the tool to the material Combine skills more readily	Join fabrics in different ways, including stitching Use different grades of threads and needles Extend their work within a specialist technique Use a range of media to create a collage Experiment with using batik safely

	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
			Choose collage or textiles as a means of extending work already achieved Refine ideas and explain choices using art vocabulary Collect visual information from a variety of sources <i>Printing, dying, quilting, weaving, embroidery, applique</i>	Have an awareness of the potential of using different types of material Use different techniques, colour and textures when designing pieces of work Be expressive and analytical to adapt, extend and justify their work
	Development of learning across the school			
	Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
3D form	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Use a range of small tools including scissors, paintbrushes and cutlery	Manipulate clay in a variety of ways Explore sculpture with a range of malleable media Experiment with construct and join recycled, natural and manmade materials Explore shape and form Manipulate clay for a variety of purposes Understand the basic care and safety of tools	Join clay adequately and work reasonable independently Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively Make a simple paper mâché object Plan, design and make models Make informed choices about 3D techniques and show an understanding of shape, space and form Talk about their work understanding that it has been sculpted, modified or constructed	Describe the different qualities involved in modelling, sculpture and construction Use recycled, natural and manmade materials to create sculpture Plan a sculpture through drawing and other preparatory work Develop skills using clay Make a mould and use plaster safely Create sculpture and constructions with increasing independence