

Our Lady's Bishop Eton Primary School



ART HANDBOOK

INTENT: ART CURRICULUM

Children need a broad education that includes the arts, and the continued development of our society depends upon a creative education. Our intent is that all of our children will have consistent access to a well-planned sequential Art curriculum which will promote:

- **IMAGINATION AND CREATIVITY.** Children can take their experiences of the world and transform them through art, making new connections and relationships through their inventive minds. Their knowledge, memories and fantasies all feed their imagination. Art allows children to explore, build on and record their own creative and imaginative ideas.
- **EXPRESSION.** Making pictures allows children to express their feelings and ideas, both as a means of self-expression and to communicate to others. These may include reliving a happy event, or drawing out some sad feelings as a therapeutic exercise. Older children may use pictures for more conceptual purposes, expressing their concerns and ideas.
- **VISUAL THINKING** Pictures encourage us to think about and understand the world visually, instead of restricting learning and the acquisition of knowledge to words and numbers alone. Visual thinking helps children learn other subjects. It is a skill used in a wide variety of professions, including the sciences as well as the arts.
- **OBSERVATIONAL SKILLS.** Making pictures helps children observe the subject matter of the real-world scene they are drawing from more closely, and makes them better observers of detail in the world around them. Developing observational skills through picture-making facilitates the child's visual sensitivity to the world.
- **PROBLEM SOLVING AND ANALYTICAL SKILLS.** Pictures enable children to explore and test out ideas, while making decisions on how they choose to depict them. For instance, children will learn problem-solving skills as they grapple with trying to create a three-dimensional scene from the world on a two-dimensional page. With practice, children learn that concentration and persistence allow them to get closer to the pictures they are trying to achieve.
- **AUTONOMY.** A child's picture is his or her own. It has worth in its own right, without having to be measured or judged by others as right or wrong. The child has the authority to say what the picture is of, or what it communicates, building up their confidence and self-esteem.

IMPLEMENTATION: CITIZEN OF THE WORLD CURRICULUM

Art is part of our school's Citizen of the World Curriculum along with Computing, Design & Technology, Geography, History, ICT, Modern Foreign Languages and Music. All of these subjects are maintained as valued and high profile aspects of our curriculum provision and we recognise their contribution to our children's Spiritual, Moral, Social and Cultural development and to their development as accountable, compassionate, resilient, responsible, resourceful, respectful and passionate stewards of our world, who can:

- Relate to people's place within the wider world, their relationships with others, their histories, their presents and their futures
- Connect the local to the global
- Advocate inter-connected, sustainable and thoughtful living
- Know the value of the arts and culture to society

IMPLEMENTATION: PLANNING

Planning for Art as part of this cohesive experience:

- Ensures that the teaching of all of the above subjects follows both the Early Years Foundation Stage and the National Curriculum programmes of study
- Embeds the process of: Immersion, Analysis, Skills Development, Planning, Completion and Evaluation supports our children's emotional and intellectual engagement, their motivation and the development of their knowledge and skills
- Maximizes cross curricular links whilst ensuring the development of subject specific vocabulary, knowledge and skills
- Contributes to curriculum enrichment and makes links to extra-curricular activities where appropriate
- Maximises the potential for our Art curriculum to contribute to our children's Spiritual, Moral, Social and Cultural development

In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

IN RECEPTION we work within the EYFS 0-5 Curriculum which has its own distinct identity. It sets developmental stages leading to the Early Learning Goals with high expectations within a play based curriculum. The Reception Curriculum is planned around providing every child with opportunities to learn and develop through planned, purposeful play, exploration and problem solving in order to develop characteristics of effective learning and the skills required for learning as they continue to explore the Citizens of the World Curriculum.

All areas are delivered through a balance of adult-led and child-initiated activities. Knowledge, skills and key vocabulary are taught through a mixture of cross-curricular Literacy topics and enhanced continuous provision. A great emphasis is put on experiential learning and learning through discovery, led by the child him/herself where possible. Understanding the world will include exploring, investigating, using computers, discovering the living world, people and nature around them, experiencing other cultures and beliefs and thinking about different life events.

Art Long Term Planning

RECEPTION	Autumn		Spring		Summer	
	Knowledge & Understanding the World – continuous provision throughout the year					
	TOPIC	ARTIST	TOPIC	ARTIST	TOPIC	ARTIST
YEAR 1	Our Local Area	Lowry	Liverpool	Anthony Gormley	United Kingdom	Environmental Artists
YEAR 2	Weather	Helen Brennan	Continents	Ben Giles	Is everywhere like here?	
YEAR 3	Volcanoes	JMW Turner & Andy Warhol	Europe	Van Gogh:	Rainforests	
YEAR 4	Rivers	Claude Monet	UK Settlement	Ali Barker & Tula Moon	Natural Resource Distribution	
YEAR 5	Mountains	Van Gogh	South America: Brazil	Beatriz Milhazes	Global Trade	
YEAR 6	Earthquakes	Miki de Goodaboon & Halin de Repentigny	North America: USA	Fritz Sholder	Global Warming	

IMPLEMENTATION: KNOWLEDGE & SKILLS PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of Art. We plan to ensure there are opportunities for children to revisit key skills in different contexts in order to develop mastery in these areas.

EYFS: Expressive arts and design: Exploring and using media and material; Being imaginative.					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Selecting and using different media and materials Self-portraits with a range of media Colour mixing	Andy Goldsworthy – Transient Art – Autumn Treasures Making Puppets linked to Fairy tales Stars of David (Hanukkah) Autumn observational Drawings Christmas Cards Christmas marshmallow treat	Winter Pictures Chinese Dragons / Lanterns Kandinsky – Circle pictures. Designing and Making a Pizza	Andy Goldsworthy – Transient Art (Stick Man) Spring observational drawings Easter Cards	Observational drawings of chicks Making Bird feeders outside Make and design capes for superheroes	Travel and Transport – Make and design vehicles
DEVELOPMENT MATTERS: Physical Development: Moving and Handling 30-50mths • Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. 40-60mths • Use simple tools to effect changes to materials. • Handle tools, objects, construction and malleable materials safely and with increasing control. ELG • Handle equipment and tools effectively, including pencils for writing.			DEVELOPMENT MATTERS: Physical Development: Health and Self Care 30-50mths • Understand that equipment and tools have to be used safely. 40-60mths • Show understanding of the need for safety when tackling new challenges and consider and manage some risks. • Show understanding of how to transport and store equipment safely. • Practise some appropriate safety measures without direct supervision.		

DRAWING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Begin to explore the use of line, shape and colour <p>GD: Begin to draw for a sustained period of time.</p>	<p>As Year 1 plus:</p> <ul style="list-style-type: none"> Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour. Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark. Sketch to make quick records of something Work out ideas through drawing. 	<p>As Year 2 plus:</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. 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 initial sketches as a preparation for painting. Demonstrate improved accuracy 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. Identify and draw the effect of light (shadows) on a 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc). Observe and use a variety of techniques to show the effect of light on objects and people. E.g use 	<p>As year 5 plus:</p> <ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Look at the effect of light on a shape from different directions. Introduce the concept of perspective. Produce increasingly detailed

	<p>GD: Begin to independently apply use of shadows and light and dark in their own drawings</p>	<p>when drawing people and faces.</p> <p>GD: Independently select and apply different media to achieve variations in line, texture, tone, colour shape and pattern.</p>	<p>surface, on objects and people.</p> <ul style="list-style-type: none"> Begin to create technical drawings. <p>GD: Begin to independently use a variety of techniques to show the effect of light on objects or people. E.G rubbers to lighten, tones of the same colour.</p>	<p>rubbers to lighten, use pencils to show tone, use tones of the same colour.</p> <p>GD: Consistently and independently apply the techniques to show light, tone texture etc when drawing.</p>	<p>preparatory sketches for painting and other work.</p> <ul style="list-style-type: none"> Create computer generated drawings. <p>GD: Successfully apply the concept of perspective in own drawings.</p>
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PAINTING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Communicate something about themselves in their painting. Create moods in their paintings. Choose to use thick and thin brushes as appropriate. Paint a picture of something they can see. Name the primary and secondary colours. <p>GD: Begin to mix primary colours to make some secondary colours.</p>	<p>As in Year 1 plus:</p> <ul style="list-style-type: none"> Mix paint to create all the secondary colours. Mix and match colours, predict outcomes. Mix their own brown. Make tints by adding white. Make tones by adding black. Create a print using pressing, rolling, rubbing and stamping. Create a print like a designer. <p>GD: Independently and consistently predict, mix and use their own colours when painting.</p>	<p>As in Year 2 plus:</p> <ul style="list-style-type: none"> Predict with accuracy the colours that they mix. Know where each of the primary and secondary colours sits on the colour wheel. Create a background using a wash. Use a range of brushes to create different effects. Make a printing block. Make a 2 colour print. <p>GD: Begin to consider use of different effects to introduce mood and feeling to their paintings.</p>	<p>As in Year 3 plus:</p> <ul style="list-style-type: none"> Create all the colours they need. Create mood in their paintings. Successfully use shading, tone and brushstrokes to create mood and feeling. 	<p>As in Year 4 plus:</p> <ul style="list-style-type: none"> Create all the colours they need. Consistently create mood in their paintings. <p>Express their emotions accurately through their painting and sketches.</p>	<p>As in Year 5 plus:</p> <ul style="list-style-type: none"> Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques. Print using a number of colours. Create an accurate print design that meets a given criteria. Print onto different materials. Overprint using different colours. <p>Evaluate the effectiveness of their different printing methods.</p>

SCULPTURE COLLAGE TEXTILES

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore & manipulate malleable materials in a variety of ways including rolling and kneading. Manipulate malleable materials for a purpose, e.g. pot, tile Change the surface of a malleable material Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form.</p> <p>Group fabrics and threads by colour and texture Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips Create fabrics by weaving materials. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc</p> <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Arrange and glue materials to different backgrounds</p>		<p>Begin to sculpt clay and other mouldable materials. Add onto their work to create texture and shape. Experiment with and combine materials and processes to design and make 3D form. Use ceramic mosaic to produce a piece of art Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary</p>		<p>Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media Use fabrics to create 3D structures Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas</p>	

PRINTING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes. Take simple prints i.e. mono -printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p>		<p>Create printing blocks using a relief or impressed method Create repeating patterns Print with two colour overlays. Experiment with overprinting motifs and colour ake rubbings to collect textures and patterns</p>		<p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints</p>	

SKETCH BOOKS

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Describe what they can see and like in the work of another artist. 	<p>As year 1 plus;</p> <ul style="list-style-type: none"> Identify what they might change in their current work or develop in their future work. Record and explore ideas from first hand observation, 	<p>As year 2 plus:</p> <ul style="list-style-type: none"> Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Use sketch books to express feelings, 	<p>As year 3 plus:</p> <ul style="list-style-type: none"> Collect images and information independently in a sketchbook. Experiment with different styles which artists have used. 	<p>As year 4 plus:</p> <ul style="list-style-type: none"> Use a sketchbook to develop ideas independently. Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other 	<p>As year 5 plus:</p> <ul style="list-style-type: none"> Develop ideas using different or mixed media, using a sketchbook. Independently identify artists who have worked in a similar way to their own work.

<ul style="list-style-type: none"> Ask sensible questions about a piece of art. 	<ul style="list-style-type: none"> experience and imagination. Annotate work in sketchbook. Keep notes in their sketch books as to how they have changed their work. Say how other artists have used colour, pattern and shape. Create a piece of work in response to another artist's piece of work. 	<ul style="list-style-type: none"> likes & dislikes about a subject Make notes in their sketch books about techniques used by artists. Suggest improvements to their work by keeping notes in their sketch books. Compare the work of different artists. Explore work from other cultures & periods of time. <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p>	<ul style="list-style-type: none"> Explain art from other periods of history. Use their sketch books to adapt and improve their original ideas. <p>Keep notes about the purpose of their work in their sketch books.</p>	<ul style="list-style-type: none"> sources of information. Include technical aspects in their work, e.g. architectural design. Keep notes in their sketch books as to how they might develop their work further. Use their sketch books to compare and discuss ideas with others. 	<ul style="list-style-type: none"> Independently selects materials and techniques to use to create a specific outcome. Make a record about the styles and qualities in their work. Say what their work is influenced by. Record detailed notes, and quotes explaining about items. Compare their methods to those of others and keep notes in their sketch books. <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>
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IMPLEMENTATION: VOCABULARY PROGRESSION

The following table lists some of the important art vocabulary which will help pupils develop their understanding of line, tone, colour, composition, shape, texture, pattern and type of art.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Line	Straight, Curved, Thin, Thick, Wavy		Broken, Point, Free, Fine, Sharp, Broad, Short, Bold, Smooth, Uneven, Wrinkled, Ridged		Angular, Curvaceous, Scribble, Confident, Strong, Soft, Jagged, Loose, Flowing, Graduated, Irregular, Directional, Precise, Gestural, Pixelated	
Tone	Bright, Dark, Light, Soft, Shadow, Reflected		Contrast, Faded, Shading, Solid, Smooth, Harsh, Bold, Contrast, Sharp, Even, Uneven,		Gradient, Highlight, Cast, Diffused, Graduated, Range, Blended, Tinted, Density, Monochromatic, Inconsistent, Irregular, Varying, Unnatural, Dynamic, Tonal range	
Colour	Primary, Bright, Warm, Dull		Secondary, Mixed, Pale, Deep, Vibrant, Cool, Soft, Shade		Complimentary, Tint, Tone, Contrast, Harmonious, Pastel, Hue, Flat, Matt, Pure, Monochromatic, Harmonious, Radiant, Saturation, Realistic, Abstract, Luminous, Subtle, Vivid, Contrasting, Seasonal, Transparent, Opaque	
Composition	Background, Foreground, Strong, Distance, Empty, Crowded		Horizon, Middle ground, Simple, Complex, Centred, Bold, Blurred, Broken, Merged, Depth, Balanced, Dramatic		Perspective, Symmetry, Design, Asymmetric, Focus, Faint, Inconsistent, Directional, Continuous, Vanishing, Rule of Third, Overlapped, Chaotic, Realistic, Abstract, Parallel, Juxtaposed,	
Shape	Square, Round, Size, Figure, Flat, 2D,		Cylindrical, Solid, Dense, Mass, Sharp, Frame, Circular, Spherical, Regular, Irregular, Wave, Pointed, Rounded,		Angular, Organic, Geometric, Multi-Faceted, Proportion, Bulky, Fluid, Formal, Silhouette, Obscure, Simple, Complex,	
Texture	Rough, Smooth, Hard, Soft, Furry, Dry, Wet, Sticky,		Cracked, Grainy, Scaly, Spiky, Shiny, Bumpy, Thick, Fine, Bouncy, Sandy, Flaky		Glossy, Matt, Silky, Coarse, Uneven, Angular, Gestural, Real, Implied,	
Pattern	Plain, Stripes, Zig-zag, Repeat, Stamped		Cross-hatch, Continuous, Over-lapped, Spiral,		Complicated, Intricate, Tessellation, Regular, Irregular, Structured, Symmetrical, Random, Chaotic, Ordered, Defined, Motif, Undulating, Morphing, Mathematical, Rhythm, Unity, Balance, Contrast, Emphasis	
Technique	Painted, Sewn, Printed, Built,		Carved, Layers, Felted, Welded, Bolted, Hand thrown, Woven, Hand built, Dipped, Stencilled,		Constructed, Cast, Revealed, Appliqued, Forged,	
Mood	Quiet, Peaceful		Calm, Joyful		Brash, Violent, Tranquil, Emotive, Uplifting, Atmospheric, Foreboding, Provocative, Resist, Collaged, Montaged, Edited,	
Type of Art	Observational, Imaginative, Portrait, Landscape, Abstract, Figurative, Still Life, Sculpture, Painting, Print, Drawing, Textiles, Design, Illustration, Photography, Film, Architecture, Craft, Performance, Installation, Scaled Model					

IMPLEMENTATION: PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Art contributes to the **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development of our children as shown below.

BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW:
FAMILIES AND PEOPLE WHO CARE FOR ME
That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

CARING FRIENDSHIPS: PUPILS SHOULD KNOW

How important friendships are in making us feel happy and secure, and how people choose and make friends.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

RESPECTFUL RELATIONSHIPS: PUPILS SHOULD KNOW:

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

What a stereotype is, and how stereotypes can be unfair, negative or destructive.

ONLINE RELATIONSHIPS: PUPILS SHOULD KNOW

BEING SAFE PUPILS SHOULD KNOW

IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our Art Curriculum also contributes to the spiritual, moral, social and cultural development of our children.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • Respect for self and others • Increasing ability to reflect • Empathy, Concern & Compassion • Expressive & creative development • Awareness and understanding of their own and others beliefs • Ability to think in terms of the whole • Readiness to challenge all that would constrain the human spirit: poverty of aspiration, lack of self-confidence and belief, indifference, force, aggression, injustice, self-interest, sexism and racism • Courage and persistence in the defence of their aims, values, principles and beliefs • Appreciation of the intangible • Understanding of feelings and emotions and their likely impact • Respect for insight as well as knowledge and reason 	<ul style="list-style-type: none"> • Ability to distinguish right from wrong • Confidence to act consistently in accordance with their own principles • Respect for others' needs, interests and feelings as well as their own • Desire to explore their own and others' views • A commitment to personal values in areas which are considered right by some and wrong by others • Ability to make responsible and reasoned judgements on moral dilemmas • Ability to think through consequences of their own and others' actions • Considerate style of life • Understanding of the need to review and reassess their values, codes and principles in the light of experience 	<ul style="list-style-type: none"> • Works successfully as a member of a group or team • Appreciates the right and responsibilities of individuals within the wider social setting • Takes advice offered by those in authority or counselling roles • Participates in activities relevant to the community • Exercises responsibility • Resolves conflict • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus • Reflects on their own contribution to society • Relates well to other peoples' social skills and personal qualities • Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> • Appreciation of the diversity and interdependence of cultures • Ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • Ability to recognise and understand their own cultural assumptions and values • Understanding of the influences which have shaped their own cultural heritage • Understanding of the dynamic, evolutionary nature of cultures • Sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the rights of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience

IMPLEMENTATION: ASSESSMENT

We have high expectations of our learners and pupils are assessed regularly during lessons and following a unit of work. There is an expectation that a significant percentage of our children will exceed the end of Key Stage expectations in Art.

YEAR1 BEGIN	YEAR 2 As in Year 1 plus EMBED
DRAWING	
Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk to explore the use of line, shape and colour	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk to explore the use of line, shape and colour Draw for a sustained period of time from the figure and real objects, including single and grouped objects Experiment with the visual elements; line, shape, pattern and colour Look at drawings and comment thoughtfully, begin to discuss the use of shadows and use of light/dark Sketch to make quick records of something and work out ideas.
3D TEXTILES COLLAGE	
Explore, manipulate and decorate malleable materials in a variety of ways. Use simple 2-D shapes to create a 3-D form. Group fabrics and threads by agreed criteria. Change and modify threads and fabrics. Create fabrics by weaving materials. Apply decorations with glue or by stitching. Sort & group materials and create images, on different backgrounds, from a variety of media. Work on different scales	Explore, manipulate and decorate malleable materials in a variety of ways. Use simple 2-D shapes to create a 3-D form. Group fabrics and threads by agreed criteria. Change and modify threads and fabrics. Create fabrics by weaving materials. Apply decorations with glue or by stitching. Sort & group materials and create images, on different backgrounds, from a variety of media. Work on different scales
PAINTING & PRINTING	

<p>Paint a picture of something they can see</p> <p>Communicate something about themselves in their painting</p> <p>Create moods in their paintings</p> <p>Choose to use thick and thin brushes as appropriate</p> <p>Name the primary and secondary colours</p>	<p>Mix paint to create all the secondary colours</p> <p>Mix and match colours, predict outcomes</p> <p>Mix their own brown</p> <p>Make tints by adding white</p> <p>Make tones by adding black</p> <p>Create a print using pressing, rolling, rubbing and stamping</p> <p>Create a print like a designer</p>
SKETCH BOOKS K&U	
<p>Record and explore ideas from first hand observation, experience and imagination</p> <p>Describe what they can see and like in the work of another artist</p> <p>Ask sensible questions about a piece of art</p>	<p>Record and explore ideas from first hand observation, experience and imagination</p> <p>Annotate work in sketchbook</p> <p>Keep notes in their sketch books as to how they have changed their work</p> <p>Say how other artists have used colour, pattern and shape</p> <p>Create a piece of work in response to another artist's piece of work</p> <p>Identify what they might change in their current work or develop in their future work</p>
YEAR 3 BEGIN	YEAR 4 E As in Year 3 plus EMBED
DRAWING	
<p>Experiment with different grades of pencil and other implements</p> <p>Make initial sketches as a preparation for painting; plan, refine and alter</p> <p>Draw for a sustained period of time at their own level</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p> <p>Demonstrate improved accuracy when drawing people and faces</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary</p> <p>Use research to inspire drawings from memory and imagination</p> <p>Explore relationships between line and tone, pattern and shape, line and texture</p> <p>Identify and draw the effect of light (shadows) on a surface, on objects and people</p> <p>Begin to create technical drawings</p>
3D & TEXTILES	
<p>Add onto their work to create texture and shape</p> <p>Work with life size materials</p> <p>Use more than one type of stitch</p> <p>Join fabric using glue</p> <p>Sew fabrics together</p> <p>Begin to sculpt clay and other mouldable materials</p>	<p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Use ceramic mosaic to produce a piece of art</p> <p>Combine visual and tactile qualities</p>
PAINTING & PRINTING	
<p>Predict with accuracy the colours that they mix</p> <p>Know where each of the primary and secondary colours sits on the colour wheel</p> <p>Create a background using a wash</p> <p>Use a range of brushes to create different effects</p> <p>Make a printing block</p> <p>Make a 2 colour print</p>	<p>Create all the colours they need</p> <p>Create mood in their paintings</p> <p>Successfully use shading, tone and brushstrokes to create mood and feeling</p>
SKETCH BOOKS K&U	
<p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p> <p>Use sketch books to express feelings, likes & dislikes about a subject</p> <p>Make notes in their sketch books about techniques used by artists</p> <p>Suggest improvements to their work by keeping notes in their sketch books</p> <p>Compare the work of different artists</p> <p>Explore work from other cultures & periods of time</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work.</p>	<p>Collect images and information independently in a sketchbook</p> <p>Experiment with different styles which artists have used</p> <p>Explain art from other periods of history</p> <p>Use their sketch books to adapt and improve their original ideas</p> <p>Keep notes about the purpose of their work in their sketch books</p>
YEAR 5: As in Year 4 plus EMBED	YEAR 6: As in Year 5 plus EMBED
DRAWING	
<p>Use a variety of source material for their work</p> <p>Work in a sustained and independent way from observation, experience and imagination</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (cross hatch, pointillism etc)</p> <p>Observe and use a variety of techniques to show the effect of light on objects and people.</p> <p>E.g use rubbers to lighten, use pencils to show tone, use tones of the same colour</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Look at the effect of light on a shape from different directions</p> <p>Introduce the concept of perspective</p> <p>Produce increasingly detailed preparatory sketches for painting and other work</p> <p>Create computer generated drawings</p>
3D & TEXTILES	
<p>Use recycled, natural and manmade materials to create sculpture</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Show an understanding of shape, space and form</p>	<p>Use recycled, natural and manmade materials to create sculpture</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Show an understanding of shape, space and form</p>
PAINTING & PRINTING	
<p>Create all the colours they need</p> <p>Consistently create mood in their paintings</p> <p>Express their emotions accurately through their painting and sketches</p>	<p>Explain what their own style is</p> <p>Use a wide range of techniques in their work</p> <p>Explain why they have chosen specific painting techniques</p> <p>Print using a number of colours</p> <p>Create an accurate print design that meets a given criteria</p> <p>Print onto different materials</p> <p>Overprint using different colours</p> <p>Evaluate the effectiveness of their different printing</p>
SKETCH BOOKS K&U	
<p>Use a sketchbook to develop ideas independently</p> <p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</p> <p>Include technical aspects in their work, e.g. architectural design</p> <p>Keep notes in their sketch books as to how they might develop their work further</p> <p>Use their sketch books to compare and discuss ideas with others</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Independently identify artists who have worked in a similar way to their own work</p> <p>Independently selects materials and techniques to use to create a specific outcome</p> <p>Make a record about the styles and qualities in their work</p> <p>Say what their work is influenced by</p> <p>Record detailed notes, and quotes explaining about items</p> <p>Compare their methods to those of others and keep notes in their sketch books</p> <p>Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.</p>

IMPLEMENTATION: EXTRA-CURRICULAR

We offer an after school Art Club to both KS1 & KS2 children. Our After School Club provision includes continuous Art provision.

IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Activities using sharps or tools are Risk Assessed. Evolve and Risk Assessments are completed for all off site activities. Appropriate staff supervision ratios are ensured. Approved venues and transport are used.

IMPLEMENTATION: STAFF DEVELOPMENT

Our school maintains the culture, training, partnerships and levels of resources necessary to ensure the continuous development of all aspects of our Values Curriculum.

INDUCTION

All new staff members are given copies of the School's policies and handbooks and the Art Curriculum Lead, who is a member of the Senior Leadership Team, is always available for further advice and support if necessary. As each member of staff works alongside another in a year group, advice from the experienced member of staff that you work alongside is also available.

DEVELOPMENT

The Art Curriculum is a regular agenda item on both Senior Leadership Team and Staff meetings. INSET is also used for updates and training in this area. Key staff attend Local Authority and other agency training.

IMPACT

OUR Art CURRICULUM

- Recognizes the unique value of every child and supports the formation of the whole person; their;
- **IMAGINATION AND CREATIVITY**
- **EXPRESSION**
- **VISUAL THINKING**
- **OBSERVATIONAL SKILLS**
- **PROBLEM SOLVING AND ANALYTICAL SKILLS**

OUR CHILDREN

- Have equal access to a relevant and accessible curriculum and a range of pedagogy which support them to achieve their full potential with regards to their **SPIRITUAL, MORAL, EMOTIONAL, INTELLECTUAL, SOCIAL AND PHYSICAL** development.
- See art, craft and design as embodying some of the highest forms of human creativity
- Are engaged, inspired and challenged to experiment, invent and create their own works of art, craft and design
- Can think critically and develop a more rigorous understanding of art and design
- Can develop their technique across a range of art disciplines
- Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation

OUR SCHOOL IS

A welcoming, friendly, bright, lively and happy place where children feel **SAFE** and where **BEHAVIOUR FOR LEARNING** is embedded.

An **INCLUSIVE SCHOOL** where all are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race.

An **ACHIEVING SCHOOL** in which success and achievement are promoted and all of our children are supported to set high standards for themselves and to work hard to achieve these.

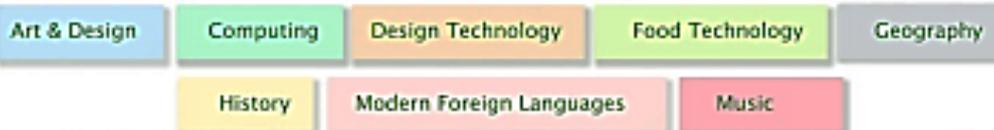
A **HEALTHY SCHOOL** in which we ensure the physical, social spiritual and emotional education and development of our children through both our curriculum and extra curricula provision.

An active **PARTNER** with local and national multi discipline arts providers with the shared aim of providing the best possible art and design education for our children.



Citizen of the World Curriculum

Whilst you are in our school we will help you to learn to about:



Understanding the history, wisdom and future of these important parts of life will help you to become:



Stewards of our world who:

RELATE to people's place within the wider-world, their relationships with others, their histories, their presents and futures

CONNECT the local to the global

ADVOCATE interconnected, sustainable and thoughtful living

KNOW the value of the Arts and Culture to people and society