

Art



Moulton Chapel Primary School

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. To be global citizens that have had cultural experiences beyond their normal lives.
4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Intent

At Moulton Chapel Primary School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas.

Art, craft and design embody some of the highest forms of human creativity. 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 history, and contribute to the culture of a nation.



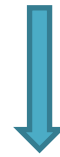
Implementation

The teaching and implementation of the Art and Design Curriculum at Moulton Chapel Primary School is based on the National Curriculum and linked to topics to ensure a well-structured approach to this creative subject.

The children are taught Art as part of their termly topic work. Areas covered include drawing, colour, texture, pattern, form, digital art forms and printing as well as inter weaving great artists in these fields within the teaching to enhance their learning and understanding.

In the EYFS there is continuous provision of art and design opportunities: these activities make important contributions to children's development in the areas of Expressive Arts and Design and Communication and Language. They are also important in children's Personal, Social and Emotional development. Art is covered in art lessons, continuous provision and as a means of communication and learning in other curriculum areas.

Impact



Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

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

Our overall impact is measured by whether the children meet age related expectations and are able to retain the knowledge and skills they have learnt and apply these to new situations year on year.

National Curriculum requirements:

EYFS requirements:

Expressive Arts and Design (Exploring and Using Media and Materials)

- *Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*

Expressive Arts and Design (Being Imaginative)

- *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 design and technology, art, music, dance, role play and stories.*

KS1 NC requirements:

- *To know the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.*
- *To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.*
- *To use a range of materials creatively to design and make products*
- *To use drawing, painting and sculpture to develop and share ideas, experiences and imagination*

KS2 NC requirements:

- *To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.*
- *To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencils, charcoal, paint and clay).*
- *To know great artists, architects and designers in history.*

1. To be able to read, write and speak with confidence and fluency.
2. To be able to use mathematical concepts to tackle problems and resolve them.
3. To be global citizens that have had cultural experiences beyond their normal lives.
4. To aspire our children to dream big in their career path.
5. Grow into responsible, respectful young people who value each other.

Progression through the school

	Key skills to include:	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Developing ideas	<i>Develop the use of observations, explore ideas and develop techniques. Discuss artwork and artists, collect ideas for colours and materials</i>	<ul style="list-style-type: none"> ▪ Work purposefully, responding to colours, shapes, materials etc. ▪ Create simple representations of people and other things ▪ Think about what art is and share ideas with others ▪ Talk about the stories and ideas in their art, sharing with others how and why they generated their ideas 	<ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations ▪ Ask and answer questions about their starting points ▪ Explore different methods and materials ▪ Explore differences and similarities within work of artists, crafts people and designers in different times and cultures 	<ul style="list-style-type: none"> ▪ Select and record ideas from first hand observation, experiences and imagination, and explore ideas for different purposes ▪ Question and make observations about starting points throughout the curriculum ▪ Record and explore ideas in a variety of ways in sketch books ▪ Discuss the roles and purposes of artists, crafts people and designers working in different times and cultures ▪ Discuss artwork using visual language 	<ul style="list-style-type: none"> ▪ Collect ideas, information and sketches from first hand observations and experiences; present ideas imaginatively in a sketch book for different purposes ▪ Develop and imaginatively extend ideas from different starting points throughout the curriculum ▪ Carefully select materials based on qualities to enhance their work ▪ Explore and discuss the roles and purposes of artists, crafts people and designers working in different times and cultures with a fluent grasp of visual language ▪ Identify artists who have worked in a similar way to their own work
Artists <i>Suggested artists for study in this field</i>	<i>Take inspiration from both classic and modern artists. Look for similarities and differences</i>	<ul style="list-style-type: none"> ▪ Describe a picture created by an artist ▪ Experiment with a technique that an artist uses 	<ul style="list-style-type: none"> ▪ Describe the work of notable artists and designers ▪ Use the ideas of different artists studied to create own pieces 	<ul style="list-style-type: none"> ▪ Replicate some of the techniques used by notable artists, designers and crafts people ▪ Create original pieces of art that is influenced by others 	<ul style="list-style-type: none"> ▪ Give details (including own sketches) about the style of some notable artists, designers and crafts people ▪ Show how their work has been influential in society and to other artists ▪ Create original pieces that show a range of influences and styles
Drawing <i>Da Vinci, Van Gogh, Poonac, Banksy</i>	<i>Use pencil, charcoal, ink, chalk, pastels, ICT software</i>	<ul style="list-style-type: none"> ▪ Begin to use a variety of drawing tools ▪ Use drawings to tell a story ▪ Investigate different lines (thick, thin, wavy, straight) ▪ Explore different texture ▪ Encourage accurate drawings of people that include visible body parts (head, hands, fingers) 	<ul style="list-style-type: none"> ▪ Begin to plan their artwork and ideas ▪ Extend their variety of drawing tools ▪ Explore the use of pattern, line, shape and colour: <ul style="list-style-type: none"> ▪ Draw lines of varying lengths and thicknesses ▪ Show pattern and texture by using dots and lines ▪ Show different tones by using colouring pencils ▪ Observe and draw landscapes patterns, faces and objects ▪ Colour neatly, keeping within the 	<ul style="list-style-type: none"> ▪ Use sketchbooks to collect and record observations and to develop their own ideas ▪ Annotate sketches to explain and elaborate ideas ▪ Plan, refine and alter sketches as necessary ▪ Use different grades of pencils to show line, tone and texture ▪ Use different media to achieve variations in line, texture, tone, colour, shapes and pattern ▪ Develop shading to show light and 	<ul style="list-style-type: none"> ▪ Use sketchbooks to create a collection of observational drawings and to develop and revisit ideas ▪ Work in a sustained and independent way from observation, experience and imagination ▪ Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape ▪ Show confidence in using a variety of drawing mediums including ink and pen

			lines	shadow <ul style="list-style-type: none"> Use hatching and cross to show tone and texture Use a view finder to select and area of a subject for drawing Continue to observe and develop drawings of landscapes, patterns, faces, objects with increased accuracy Draw for a sustained period of time 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (reflections, shadows, direction of sunlight) Develop the effect of light to objects and people from different directions, using tone Develop accuracy and expression in observational drawings, including the human figure Choose and combine different drawing materials appropriate to the task and purpose
Colour <i>Jackson Pollock, Paul Klee, Van Gogh, Monet, Chagall, Ben Moseley, Georgia O'Keefe</i>	<i>Include a variety of techniques in painting, ink, dye, textiles, pencils, crayon, pastels</i> <i>Apply colour in different ways (brushes, sponges, straws etc)</i> <i>Use different surfaces (paper, fabric etc)</i>	<ul style="list-style-type: none"> Experiment with primary colours Experiment with mixing colours independently Name colours Learn the names of different tools that bring colour (pastels, crayons, felt tips, paint) Use a variety of tools for making coloured marks (brushes, fingers, sponges, sticks etc) 	<ul style="list-style-type: none"> Use a variety of tools, including thick and thin brushes Mix primary colours to make secondary Create colour wheels Add white to colours to make tints and black to add tones Mix and match colours to pictures and objects Create different textures using sand, sawdust, flour etc) Ensure they can name colours 	<ul style="list-style-type: none"> Introduce different types of brushes for different purposes Mix colours effectively, knowing which primary colours make secondary Colour mixing and matching: tint, tone, shade Use watercolour paint to create washes for background, then add detail Experiment with creating mood with colour Experiment with different effects and textures (blocking colour, washes, thickened paint) Techniques – apply colour, using dotting, scratching, splashing to imitate an artist Pointillism – control over dots, so tone and shading are evident 	<ul style="list-style-type: none"> Sketch (lightly) before painting to combine line and colour Use brush techniques and the quality of paint to create texture Create a colour palette based upon colours observed in the natural world Identify key aspects such as complementary colours, colour as tone, warm and cold colours Controlling and experimenting with qualities of colours, tones and tints to create mood and express feelings Explore the use of texture in colour (sawdust, glue, shavings, sand and on different surfaces) Explore the texture of paint (very wet and thin, thick and heavy – add PVA) Use the qualities of watercolour and acrylic paints to create visually interesting pieces Consider artists use of colour and application of it Develop a personal style of painting, drawing upon ideas from other artists
Texture <i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i>	<i>Use a variety of media with different textures including work on collage, textiles, threads, sewing, clay etc</i>	<ul style="list-style-type: none"> Discover how to make picture and patterns by cutting, tearing and sticking a variety of materials Create simple collages using fabric, paper, pasta, beans and larger tactile things Simple weaving Experiment with different textures, including sensory experience Explore how media and materials can be combined and changed 	<ul style="list-style-type: none"> Use a variety of techniques (tie dying, weaving, plaiting, wax or oil resist, sewing, Binca) Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture Learn how to thread a needle, knot, cut, glue and trim material Create images from imagination, experience and observation Make a simple mosaic 	<ul style="list-style-type: none"> Use a variety of techniques (build on KS1) Name the materials and tools they have used Develop skills in stitching, cutting and joining Use basic cross stitch and back stitch Colour fabric Create weavings Refine and alter ideas and explain choices using art vocabulary Use overlapping, layering, coiling, mosaic and montage Collect visual information from a variety of sources, describing the visual and tactile elements 	<ul style="list-style-type: none"> Use different techniques, colours and techniques when designing and making pieces of work Combine visual and tactile qualities when designing and making pieces of work Use ceramic mosaic materials and techniques Show precision in techniques Join fabric in different ways Choose from a range of stitching techniques Combine previous learned techniques to create pieces independently Experiment with batik safely To be expressive and analytical to

					<i>adapt, extend and justify their work</i>
Pattern <i>Andy Warhol, Picasso, Dan Mather</i>	<i>Use a variety of media with different patterns including ICT and textiles</i>	<ul style="list-style-type: none"> ▪ Create repeating patterns ▪ Investigate simple symmetry ▪ Create irregular painting patterns 	<ul style="list-style-type: none"> ▪ Experiment with arranging folding, repeating, overlapping, regular and irregular patterning ▪ Create natural and manmade patterns ▪ <i>Discuss their patterns</i> 	<ul style="list-style-type: none"> ▪ Explore patterns made in the environment ▪ Design patterns using ICT ▪ Make patterns on a range of surfaces ▪ Work with more complex symmetry and tessellations 	<ul style="list-style-type: none"> ▪ Create own abstract pattern to reflect personal experiences ▪ Create a pattern for a range of purposes ▪ Combine previous learned techniques to create pieces independently ▪ Use sketchbooks to inform, plan and develop ideas
Form <i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i>	<i>Include 3D work with rigid and malleable materials like clay, dough, junk boxes, wire, paper, sculpture, mod-roc, straws</i>	<ul style="list-style-type: none"> ▪ Handle, feel and manipulate, pull apart and reconstruct materials ▪ Construct and build from simple objects ▪ Shape and model from observation and imagination ▪ Impress and apply simple decoration ▪ <i>Use simple language create through feel, size, look, smell etc</i> 	<ul style="list-style-type: none"> ▪ Use techniques such as rolling, cutting, moulding, carving and marking with simple tools ▪ Use materials to make objects for a purpose ▪ Make simple joins by manipulating material or pasting ▪ Use a range of decorative techniques: applied, impressed, painted etc ▪ <i>Discuss the work of sculptors</i> 	<ul style="list-style-type: none"> ▪ Shape, form, model and construct ▪ Understand qualities and potential of materials as a way of problem solving ▪ Plan and develop ideas in sketchbooks and make simple choices about media ▪ Understanding of different adhesives and methods of construction ▪ Use tools more confidently ▪ <i>Have simple discussions about their own work and compare that to the work of sculptors comparing aesthetics/size etc</i> 	<ul style="list-style-type: none"> ▪ Use sketchbooks to inform, plan and develop ideas ▪ Investigate and analyse different forms ▪ Take into account the properties of media being used ▪ Shape, form, model and join with confidence ▪ Combine visual and tactile qualities ▪ Work directly from observation or imagination with confidence ▪ Make imaginative use of the knowledge they have of tools, techniques and materials to express own ideas and feelings ▪ <i>Discuss and evaluate own work and that of other sculptors in detail</i>
Printing <i>Picasso, Dan Mather, Andy Warhol</i>	<i>Use a variety of tools eg. found materials, fruit/veg, press print, lino, string, fingers, sponges etc.</i>	<ul style="list-style-type: none"> ▪ Make rubbings showing a range of textures and patterns ▪ Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc ▪ Produce simple pictures by printing objects ▪ Work from imagination and observation ▪ Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough ▪ Print with block colours 	<ul style="list-style-type: none"> ▪ Use a variety of tools and materials to create prints ▪ Carry out different printing techniques (monoprint, block, relief and resist printing) ▪ Press, roll, rub and stamp to make prints ▪ Make rubbings ▪ Design repeating patterns and overlapping shape patterns ▪ Mimic print from the environment (wallpaper, curtains, fabric etc) 	<ul style="list-style-type: none"> ▪ Print and use a variety of materials, objects and techniques, including layering colours ▪ Research, create and refine a print using a variety of techniques ▪ Make printing blocks using relief or impressed techniques (eg from coiled string glued to a block) ▪ Experiment with resist printing including marbling ▪ Replicate patterns observed in natural or built environments ▪ Explore pattern and shape, creating designs for printing ▪ <i>Talk about the processes used to produce a simple print</i> 	<ul style="list-style-type: none"> ▪ Describe techniques, including the use if layering, relief, mono and resist printing ▪ Choose the printing method appropriate to the task ▪ Select inks and overlay colours ▪ Build layers of colours and textures ▪ Be confident with printing onto paper and fabric ▪ Create an accurate pattern, showing fine detail ▪ Organise work in terms of pattern, symmetry or random printing styles ▪ Use a range of visual elements to reflect the purpose of the work
Digital Media	<i>Digital art such as graphic drawing program and photography</i>	<ul style="list-style-type: none"> ▪ Use ICT to experiment with drawing lines and shapes ▪ Use ICT to experiment with colour and pattern 	<ul style="list-style-type: none"> ▪ Use a wide range of tools to create different textures, lines, tones, colours and shapes on the computer 	<ul style="list-style-type: none"> ▪ Create images, video and sound recordings and explain why they were created 	<ul style="list-style-type: none"> ▪ Enhance digital media (including sound, video, animation, still images and installations) by editing
Evaluating	<i>Annotate work or sketchbooks Respond to others work</i>	<ul style="list-style-type: none"> ▪ <i>Recognise and describe key features of their own work</i> 	<ul style="list-style-type: none"> ▪ Review what they and others have done and <i>say how they feel about it</i> ▪ Identify what they might change in their current work or develop in the 	<ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own work and other's work and say what they think about it 	<ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own work and other's work and <i>say what they think and feel about it</i>

			<i>future</i>	<ul style="list-style-type: none"> ▪ <i>Adapt their work according to their views and describe how they might develop it further</i> ▪ <i>Annotate their sketchbook</i> 	<ul style="list-style-type: none"> ▪ <i>Adapt their work according to their views and describe how they might develop it further</i> ▪ <i>Annotate their sketchbook</i>
Knowledge and understanding	<i>Breadth of study; using different techniques and cross-curricular work.</i>	<ul style="list-style-type: none"> ▪ <i>Create art on a large scale (A3, A2, playground)</i> ▪ <i>Explain what they are doing in Art</i> ▪ <i>Use ICT</i> 	<ul style="list-style-type: none"> ▪ <i>Work independently and collaboratively with others on projects in 2 and 3 dimensions on different scales</i> ▪ <i>Use ICT</i> ▪ <i>Investigate different kinds of art, craft and design</i> 	<ul style="list-style-type: none"> ▪ <i>Work independently and collaboratively with others on projects in 2 and 3 dimensions on different scales</i> ▪ <i>Use ICT</i> ▪ <i>Investigate different kinds of art, craft and design in different genres, styles and traditions</i> 	<ul style="list-style-type: none"> ▪ <i>Work confidently on a range of scales</i> ▪ <i>Use ICT</i> ▪ <i>Investigate different kinds of art, craft and design in different genres, styles and traditions</i>

Whole School Overview

Year	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Year R/1/2 A	Developing ideas Drawing	Colour	Drawing		Developing ideas Colour Evaluating	Colour
Year R/1/2 B	Pattern Printing		Digital media		Texture Evaluating	
Year R/1/2 C		Colour		Drawing	Developing ideas Form	Evaluating
Year 3/4 A	Developing ideas Drawing	Colour Evaluating	Drawing		Form Evaluating	
Year 3/4 B	Developing ideas Form	Colour Digital media	Form	Developing ideas Printing Pattern		Texture Evaluating
Year 5/6 A	Developing ideas Artists Drawing	Colour Evaluating	Pattern	Evaluating		Digital media Evaluating
Year 5/6 B	Developing ideas Artists Pattern / printing	Drawing Evaluating	Colour		Form Evaluating	Texture Evaluating

Art vocabulary – tier 3 subject specific vocabulary (language you want the children to use and know the definition of)

EYFS & Year 1&2

Colour pattern texture shape collage pencil tone line: wavy, straight, sharp, smooth, thick, thin, smudged viewfinder sketch digital shade blending primary colours secondary colours warm colours cold colours colour mixing strokes print / printed / printing tint colour wash lighter / darker digital water colour blending pinch pressing rolling rubbing stamping roll coil form casting space pastel charcoal chalk fabric plasticine mod-roc papier-mache clay ink

Vocabulary to be used when discussing artwork:

Mood technique composition compare like/dislike effects

Key Stage 2

Revisit all previous vocabulary

Figures form movement observational scale foreground background middle ground perspective symmetry complex simple centred asymmetric contemporary sculpt ceramicist ceramics assemble/assembling constructing slip-clay based glue modelling reduction subtraction carving architecture design artist composition b textile artist researching

Vocabulary to be used when discussing artwork:

Mood technique composition compare like/dislike effects discussing the relevant period of time the piece has come from discussing differing opinions

When discussing Art and Design work helpful sentence starters are:

- ❖ *My first impressions of this piece are...*
- ❖ *The piece of work is about...*
- ❖ *In this piece I can see...*
- ❖ *I think the artist has made this piece by...*
- ❖ *This piece reminds me of...*
- ❖ *The part that I find most interesting it...*
- ❖ *I think this piece is about...*
- ❖ *The colours the artist has used are...*
- ❖ *The areas I like/don't like about this piece are...*
- ❖ *This piece of work makes me feel...*
- ❖ *I could use the artists ideas in my work by...*