



Harvington C.E. First and Nursery School

Art and Design

Intent and Implementation

Progression of Knowledge and Skills for Art and Design

Curriculum Intent Statement:

At Harvington First and Nursery School we believe that art is a vital part of the education of all children. The child's use and understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences. The school's aim is to provide an art curriculum which will enable each child to reach their full potential in learning in art, through investigating and making, through research and the development of skills and through their evaluation of their own art and that made by others.

At Harvington First and Nursery School we believe Art and design activity enriches children's learning and enables them to communicate their thoughts, ideas and observations in a practical and expressive way. In talking about art and evaluating their own and others' work, children are encouraged to develop their visual language, ideas and feelings. Through experience of a variety of materials, tools and techniques children have the opportunity to record creatively the world around them.

We believe that a broad and balanced art and design education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Our curriculum intent includes planned opportunities to ensure all children:

- Produce creative work, exploring their ideas and recording their experiences.
- To reinforce the Christian values and vision statement
- Ensure a love and desire to learn art and design
- Become resilient, positive, aspirational learners
- Develop 'pupil voice' and children as leaders in their learning
- Close all learning gaps
- Develop ambitious vocabulary choices
- Develop a voice to promote change and a confidence to speak out about issues that are important to us.
- Develop the social, moral, spiritual and cultural development of all our learners.
- Develop mastery skills by engaging in repetition and practice activities.
- 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.
- Have entitlement to a broad and balanced, enriching curriculum.
- Enjoy an active involvement in art, craft and design.
- Have the confidence as well as the skills and experience necessary to communicate their ideas through their artwork.
- Have the opportunities to experience a broad and balanced range of art activities and show progression within these experiences.
- Have opportunities to learn about art from different times and cultures.
- Become visually literate and able to identify and apply the key elements of art.
- All pupils will be given equal access to the experience of the art regardless of the gender, race or disability.

Art and Design Curriculum Implementation:

The art and design curriculum follows the National Curriculum objectives for each year group, long term planning grids ensure all objectives are covered over the course of the year. We use the Kapow scheme to ensure coverage and progression throughout the school. Each year group has a set programme of learning for each term from the following areas: Drawing, Painting & Mixed Media, Sculpture & 3D, Craft & Design. Our curriculum ensures children build practical, theoretical and disciplinary knowledge and learn the connections between them. The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.

Art and Design is taught as a progression of lessons each term (this alternates with design technology). Each year group is provided with key skills, key knowledge and vocabulary to ensure progression.

Art and Design Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

Planning:

Early Years – Early Learning Goals

During Early Years pupils will have the opportunity to develop creativity and imagination through activities designed to explore colour, texture, form, shape and space in two and three dimensions. They begin to explore and investigate the visual tactile and sensory qualities of materials and processes. They begin to use colour and shape. They begin to investigate and explore the use of pattern and texture to represent feelings and ideas.

Key stage 1

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.

Key stage 2

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.

Pupils should be taught:

- 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.

Curriculum objectives are split by the Key Stage Leads and planning is linked to themes. There are clear objectives for each year group for each half term. These are used to help inform assessment.

Assessment:

Early Years – EYFS staff assess progress based on their professional knowledge and record judgements on their spreadsheet tracking document. In Nursery the checkpoints from 'Development Matters' document will be used to assist judgements. Remarkable learning moments are shared with parents and parents are encouraged to share learning moments from home.

Staff know what the children's next steps are and ensure activities are incorporated into daily provision.

KS1 and KS2 – progress is assessed through use of attainment targets and programmes of study as set out in the National Curriculum for England (2014). At the end of each unit of study the class teacher will update class assessment spreadsheets and indicate whether children are considered to be working below, working towards, working at or working at greater depth for their year group. Assessment will take place through the following forms: knowledge checks, observation, use of photographic evidence, discussion with children and reflection through the pupil's sketch book. In KS1 and KS2 assessment should also contain elements of self, peer, and teacher assessment.

During subject monitoring cycles, the subject lead will request and collate examples of work for moderation and collation into a portfolio of evidence.

Resources:

Art and Design resources are organised centrally. They are reviewed, maintained and updated regularly by the subject lead (SP).

There are a range of different resources to support with all art and design learning objectives.

There are a range of books in our library as well as in the resource area to support all topic areas.

We also use Purple Mash to support with children's learning of art and design.

Children also use the Windows programme 'Paint.'

The teaching of art and design is also enriched through:

- Theme/Cross curricular lessons
- Key stage art and design days
- Key stage one art cluster morning
- Purple Mash

- Trips
- Art competitions
- Evesham Abbey trust artist collaboration
- Art clubs

Monitoring:

Art and design is monitored by the Art and Design Lead following the Monitoring policy. This includes observations of lessons, discussions with children and analysing assessments. The Art and Design Lead is responsible for writing, updating and evaluating the Art and Design Action plan.

Nursery-Art and Design-Cycle 1

Autumn -Threaded Snowflakes	Spring -Petal Mandala Suncatchers	Summer - Salt Dough decorations
<u>Learning Objectives</u> - To use bead threading to make a snowflake decoration. - To discover how snowflakes are made.	<u>Learning Objectives</u> To express artistic ideas and feelings through the creation of a nature mandala	<u>Learning Objectives</u> To use a range of tools to create and decorate salt dough decorations
<u>EYFS Outcomes</u> Physical development - Develop their fine motor skills. Maths - Continue, copy and create repeating patterns. Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<u>EYFS Outcomes</u> Physical development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<u>EYFS Outcomes</u> Physical development - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Expressive arts and design - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
<u>Key Vocabulary</u> - Snowflake - pipe cleaner - thread - scissors - beads - ribbon - string - cross - branch	<u>Key Vocabulary</u> - pattern - mandala - paper plate - frame - sticky back plastic - petals - leaves - hole punch - loop	<u>Key Vocabulary</u> - mix - knead - salt dough - ball - roll - squash - cut - press - decorate - bake

Nursery-Art and Design-Cycle 2

Autumn -Nature Wreaths	Spring -Egg Threading	Summer -Salt Painting
<u>Learning Objectives</u> • To create an autumnal wreath using natural found objects. • To experiment with different ways to join materials	<u>Learning Objectives</u> • To independently use fine motor skills to create threaded Easter egg decorations	<u>Learning Objectives</u> • To experiment with painting using salt and colour mixing.
<u>EYFS Outcomes</u> Understanding the world • Explore the natural world around them. • Understand the effect of changing seasons on the natural world around them. Expressive arts and design • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	<u>EYFS Outcomes</u> Physical development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Expressive arts and design • Explore, use and refine a variety of artistic effects to express their ideas and feelings.	<u>EYFS Outcomes</u> Physical development • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Expressive arts and design • Explore, use and refine a variety of artistic effects to express their ideas and feelings.
<u>Key Vocabulary</u> • nature • leaves • pinecones • bark • wreath • sting • wool • glue • tape	<u>Key Vocabulary</u> • easter egg • wool • hole punch • thread • knot • push • pull • loop	<u>Key Vocabulary</u> • glue • spreader • salt • paintbrush • watercolour • different colours • colour mixing

Reception-Art and Design

Autumn 1- Drawing- Marvellous Marks		Spring 1- Let's get crafty		Summer 1- Sculpture and 3D creation station	
<u>Key Skills</u> - Explore mark making using a range of drawing materials. - Investigate marks and patterns when drawing. - Identify similarities and difference between drawing tools. - Investigate how to make large and small movements with control when drawing - Practise looking carefully when drawing. - Combine materials when drawing		<u>Key Skills</u> - Talk about their ideas and explore different ways to record them using a range of media. - Experiment in an exploratory way. - Cut, thread, join and manipulate materials safely, focussing on process over outcome. - Enjoy looking at and talking about art. - Talk about their artwork, stating what they feel they did well.		<u>Key Skills</u> - Explore the properties of clay. - Use modelling tools to cut and shape soft materials eg. playdough, clay. - Select and arrange natural materials to make 3D artworks. - Talk about colour, shape and texture and explain their choices. - Plan ideas for what they would like to make. - Problem-solve and try out solutions when using modelling materials. - Develop 3D models by adding colour - Cut, thread, join and manipulate materials safely, focussing on process over outcome. - Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	
<u>Key Knowledge</u> - Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. - Begin to develop observational skills (for example, by using mirrors to include the main features of faces)		<u>Key Knowledge</u> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.		<u>Key Knowledge</u> Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	
<u>Key Vocabulary</u>		<u>Key Vocabulary</u>		<u>Key Vocabulary</u>	
- artist - bumpy - chalk - circle - colours - curved - drawing - feeling - felt tips - hard, line - long, mark - mark making - medium - observational drawing - observe - oil pastel - paint	- pattern - pencils - ridged - rough - rubbing - self-portrait - short - smooth - soft - squiggly - straight - texture - thick - thin, - wavy - wax crayons - zig-zag	- collage - create - cut - dab - design - dot - flick - glide - glistening - glossy - landscape - permanent - rip - shiny - silky	- slimy - slippery - smooth - splat splatter - squelchy - stick - sticky - sweep - swirl - swish - tear - temporary - transient art - wet - wipe	3d art - bend - clay - chop - collage - cut - evaluate - flatten - join - landscape - pinch - plan - poke - pull	- push - reflect roll - sculpture - silky - slimy - slippery - smooth - squash - squelchy - sticky - stretch - twist - wet

Year 1-Art and Design

Autumn 2- Drawing-Exploring line and shape		Spring 2- Sculpture and 3D-Paper play	Summer 2-Painting and Mixed Media-Colour Splash
<u>Key Skills</u> - Exploring drawing different lines by varying control and pressure, e.g. straight, wavy, zig zags, broken, lighter, darker etc. (Line, Pattern) - Noticing 2D shapes within objects and how they can be used to form the 'bones' of a drawing. (Shape) - Exploring drawing and combining geometric shapes. (Line, Shape) - Identifying known shapes (in different sizes and orientations*) in objects, scenes or images they wish to draw. (Shape, Line) - Recognising that applying more pressure when drawing or colouring, gives a darker tone. (Tone) - Creating an area with a single, consistent tone when colouring/shading. (Tone) - Demonstrating a growing spatial awareness to represent the position and size of objects, e.g. grounded trees. (Space)		<u>Key Skills</u> - Using their hands to manipulate a range of modelling materials, including paper and card. - Exploring how to join and fix materials in place. - Creating 3D forms to make things from their imagination or recreate things they have seen. - Selecting colours, shapes and materials to suit ideas and purposes. - Designing and making something that is imagined or invented. - Beginning to develop skills such as measuring materials, cutting, and adding decoration. - Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. - Describing and comparing features of their own work and others' artwork.	<u>Key Skills</u> - Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. - Beginning to explore colour mixing. - Selecting colours, shapes and materials to suit ideas and purposes. - Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work.
<u>Key Knowledge</u> - To know a range of 2D shapes and confidently draw these. - To know that drawing tools can be used in a variety of ways to create different lines. - To know lines can create patterns like zig zags and wavy lines. - To know different drawing tools make different marks. - To know changing pressure when drawing can create light and dark tones.		<u>Key Knowledge</u> - To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. - To know that three dimensional art is called sculpture.	<u>Key Knowledge</u> - To know that the primary colours are red, yellow and blue. - To know that primary colours can be mixed to make secondary colours. - To know that a pattern is a design in which shapes, colours or lines are repeated.
<u>Key Vocabulary</u>		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>
2D shape 3D shape - abstract	- line - mark making - narrative	- artist - carving - concertina	- blend - hue - kaleidoscope

• chalk • charcoal • circle • continuous • cross-hatch • diagonal • dots • firmly • form • horizontal • lightly	• observe • optical art • pastel • printing • shade • shadow • straight • texture • vertical • wavy	• curve • cylinder • imagine • loop • mosaic • overlap • sculpture • spiral • three dimensional (3D) • tube • zig-zag	• pattern • mix • primary colour • print • secondary colour • shade • shape • space • texture • thick
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Year 2-Art and Design

Autumn 1- Craft and Design-Map it out	Spring 1- Painting and Mixed Media-Life in Colour	Summer 1- Sculpture and 3D-Clay Houses
<u>Key Skills</u> • Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Responding to a simple design brief with a range of ideas. • Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. • Following a plan for a making process, modifying and correcting things and knowing when to seek advice. • Talking about art they have seen using some appropriate subject vocabulary. • Making links between pieces of art. • Explaining their ideas and opinions about their own and other's art work, giving reasons. • Beginning to talk about how they could improve their own work.	<u>Key Skills</u> • Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. • Further developing mark-making within a greater range of media, demonstrating increased control. • Developing observational skills to look closely and reflect surface texture through mark-making. • Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. • Creating a range of secondary colours by using different amounts of each starting colour or adding water. • Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects. • Talking about art they have seen using some appropriate subject vocabulary. • Making links between pieces of art. • Explaining their ideas and opinions about their own and other's art work, giving reasons. • Beginning to talk about how they could improve their own work.	<u>Key Skills</u> • Developing understanding of sculpture to construct and model simple forms. • Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. • Developing basic skills for shaping and joining clay, including exploring surface texture. • Following a plan for a making process, modifying and correcting things and knowing when to seek advice. • Talking about art they have seen using some appropriate subject vocabulary. • Explaining their ideas and opinions about their own and other's art work, giving reasons
<u>Key Knowledge</u> • To know that patterns can be made using shapes. • To know that patterns can be used to add detail to an art work.	<u>Key Knowledge</u> • To know that different amounts of paint and water can be used to mix hues of secondary colours. • To know that colours can be mixed to 'match' real life objects or to create things from your imagination • To know that 'composition' means how things are arranged on the page. • To know that collage materials can be shaped to represent shapes in an image. • To know that shapes can be organic (natural) and irregular. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to an artwork. • To know that collage materials can be chosen to represent real-life textures. • To know that collage materials can be overlapped and overlaid to add texture.	<u>Key Knowledge</u> • To know that pieces of clay can be joined using the 'scratch and slip' technique. • To know that a clay surface can be decorated by pressing into it or by joining pieces on. • To know that patterns can be made using shapes. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern. • To know that patterns can be used to add detail to an artwork

<u>Key Vocabulary</u>		<u>Key Vocabulary</u>	<u>Key Vocabulary</u>	
• abstract • composition • curator • design • design brief • evaluate • felt • fibre • gallery	• imaginary • inspire • landmarks • mosaic • overlap • pattern • shape • stained glass • texture • viewfinder	• collage • detail • mixing • overlap • primary colour • secondary colour • surface • texture	• casting • ceramic • cut • detail • flatten • glaze • impressing • in relief • join • negative space • pinch pot • plaster	• plaster • roll • score • sculptor • sculpture • shape • slip • smooth • surface • three dimensional • thumb pot

Year 3-Art and Design

Autumn 2- Drawing- Developing Drawing Skills	Spring 2- Paint and mixed media-Prehistoric painting	Summer 2- Sculpture and 3D-Abstract space and shape
<u>Key Skills</u> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Confidently using a range of materials and tools, selecting and using these appropriately with more independence. • Developing direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form. • Confidently explaining their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Designing and making creative work for different purposes, evaluating the success of the techniques used. • Using their own experiences to explain how art works may have been made.	<u>Key Skills</u> • Generating ideas from a range of stimuli and carrying out simple research and evaluation as part of the making process. • Using sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. • Drawing with expression and beginning to experiment with gestural and quick sketching. • Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. • Using mixed media techniques to make different surfaces for painting and drawing. • Learning a new making technique (paper making) and applying it as part of their own project. • Investigating the history of a craft technique and sharing that knowledge in a personal way. •	<u>Key Skills</u> • Generating ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. • Planning and thinking through the making process to create 3D forms. • Shaping materials for a purpose, positioning and joining materials in new ways (tie, slot, stick, fold, tabs). • Exploring how shapes can be used to create abstract artworks in 3D. • Using subject vocabulary to describe and compare creative works. • Explaining their ideas and opinions about their own and other's art work, giving reasons. • Using sketchbooks as part of the problem-solving process and make changes to improve their work.
<u>Key Knowledge</u>	<u>Key Knowledge</u>	<u>Key Knowledge</u>

• To know three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • To know using different tools or using the same tool in different surface rubbings can be used to add or make patterns. ways can create different types of lines. • To know texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • To know that ‘tone’ in art means ‘light and dark’. • To know shading helps make drawn objects look realistic. • To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. • To know shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.		• To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.		• To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • To know that organic forms can be abstract. • To know that artists can focus on shapes when making abstract art. • To know that negative shapes show the space around and between objects.	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
• abstract • arrangement • blend • botanical • botanist • composition • cut • dark • even • expressive • form • frame • frottage • geometric • gestural • grip •	• light • line • magnified • organic • object • pressure • rubbing • scale • scientific • shading • shape • smooth • surface • tear • texture • tone • tool • viewfinder	• ancient • audience • civilisation • colour • composition • convey • design • Egyptian • fold • imagery • inform	• layout • material • painting • papyrus • pattern • process • scale • scroll • sculpture • shape • technique • zine	• abstract • found objects • negative space • positive space • sculptor • sculpture • structure • three-dimensional	

Year 4-Art and Design

Autumn 1- Drawing - Drawing-Exploring tone, texture and proportion	Spring 1- Painting and Mixed Media -Light and Dark	Summer 1- Craft and Design -Fabric of Nature
<u>Key Skills</u> • Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. • Using growing knowledge of different materials, combining media for effect. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Evaluating their work more regularly and independently during the planning and making process.	<u>Key Skills</u> • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Exploring the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint. • Developing greater skill and control when using paint to depict forms, e.g. beginning to use tone by mixing tints and shades of colours to create 3D effects. • Using subject vocabulary confidently to describe and compare creative works. • Building a more complex vocabulary when discussing their own and others' art. • Evaluating their work more regularly and independently during the planning and making process.	<u>Key Skills</u> • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. • Using sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. • Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. • Using growing knowledge of different drawing materials, combining media for effect. • Demonstrating greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making. • Showing an understanding of appropriate finish and presenting work to a good standard. • Learning new making techniques, comparing these and making decisions about which method to use to achieve a particular outcome. • Designing and making art for different purposes and beginning to consider how this works in creative industries. • Using subject vocabulary confidently to describe and compare creative works. • Using their own experiences of techniques and making processes to explain how art works may have been made. • Building a more complex vocabulary when discussing their own and others' art. • Evaluating their work more regularly and independently during the planning and making process.
<u>Key Knowledge</u> • To know how to use lighter and darker tints and shades of a colour can create a 3D effect • To know use basic shapes to form more complex shapes and patterns. • To know lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	<u>Key Knowledge</u> • To know that adding black to a colour creates a shade. • To know that adding white to a colour creates a tint. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know how to use texture more purposefully to achieve a specific effect or to replicate a natural surface. • To know that using lighter and darker tints and shades of a colour can create a 3D effect. • To know that tone can be used to create contrast in an artwork.	<u>Key Knowledge</u> • To know how to use basic shapes to form more complex shapes and patterns. • To know that symmetry can be used to create repeating patterns. • To know that patterns can be irregular, and change in ways you wouldn't expect.

To know how to use texture more purposely to achieve a specific effect or to replicate different surfaces.					
<u>Year 4-Art and Design</u>					
Autumn 1 Drawing- Drawing-Exploring tone, texture and proportion		Spring 1- Painting and Mixed Media-Light and Dark		Summer 1- Craft and Design-Fabric of Nature	
<u>Key Vocabulary</u>		<u>Key Vocabulary</u>		<u>Key Vocabulary</u>	
- abstract - block print - collaborate - collaboratively - collage - combine - composition - contrast - cross-hatching - figurative - gradient - hatching - highlight - mixed media	- monoprint - observational drawing - parallel - pattern - precision - printmaking - proportion - shading - shadow - symmetry - three dimensional (3D) - tone - viewfinder - wax-resist	- abstract - composition - contrasting - dabbing paint - detailed - figurative - formal - grid - landscape - mark-making - muted - paint wash	- patterned - pointillism - portrait - shade - shadow - stippling paint - technique - texture - three dimensional (3D) - tint - vivid	- batik - colour palette - craft - craftsperson - design - develop - designer - imagery - industry	- inspiration - mood board - organic - pattern - repeat - repeating - rainforest - symmetrical - texture - theme

Year 5-Art and Design

Autumn 2- Sculpture and 3D-Interactive Installation	Spring 2- Drawing- Depth, Emotion and Movement	Summer 2- Painting and Mixed Media-Portraits
<u>Key Skills</u> - Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. - Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. - Applying known techniques with a range of media, selecting these independently in response to a stimulus. - Combining a wider range of media, e.g. photography and digital art effects. - Investigating how scale, display location and interactive elements impact 3D art. - Planning a 3D artwork to communicate a concept, developing an idea in 2D into three-dimensions. - Persevering when constructions are challenging and working to problem solve more independently. - Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. - Extending ideas for designs through sketchbook use and research, justifying choices made during the design process - Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Discussing the processes used by themselves and by other artists, and describe the particular outcome achieved. - Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	<u>Key Skills</u> - Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. - Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. - Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. - Applying known techniques with a range of media, selecting these independently in response to a stimulus. - Drawing in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. - Developing an artwork from a drawing or other initial stimulus. - Designing and making art for different purposes and beginning to consider how this works in creative industries e.g. in architecture, magazines, logos, digital media and interior design. - Extending ideas for designs through sketchbook use and research, justifying choices made during the design process. - Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	<u>Key Skills</u> - Developing ideas more independently from their own research, exploring and recording their plans, ideas and evaluations to develop their ideas towards an outcome. - Confidently using sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. - Using a broader range of stimulus to draw from, such as architecture, culture and photography, beginning to develop drawn ideas as part of an exploratory journey. - Applying known techniques with a range of media, selecting these independently in response to a stimulus. - Applying paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks e.g. making choices about painting surfaces or mixing paint with other materials. - Developing an artwork from a drawing or other initial stimulus. - Exploring how collage can extend original ideas. - Combining a wider range of media, e.g. photography and digital art effects. - Researching and discussing the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

<u>Key Knowledge</u> • To know that an art installation is often a room or environment in which the viewer ‘experiences’ the art all around them. • To know that the size and scale of three-dimensional art work changes the effect of the piece. • To know how to create texture on different materials.		<u>Key Knowledge</u> • To know shapes can be used to place the key elements in a composition. • To know lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. • To know how to create texture on different materials. • To know artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.		<u>Key Knowledge</u> • To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • To know that different marks and lines can be used to create specific effects. • To know that artists create pattern to add expressive detail and texture to art works.	
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<u>Key Vocabulary</u>		<u>Key Vocabulary</u>		<u>Key Vocabulary</u>	
• analyse • art medium • atmosphere • concept • culture • display • elements • evaluate • experience • features • influence • installation art	• interact • interactive • location • mixed media • performance art • props • revolution • scale • scaled down • special effects • stencil • three dimensional	• cold war • collagraph • collagraphy • composition • culture • decision • develop • evaluate • futuristic • imagery • printing plate	• printmaking • process • propaganda • purpose • repetition • Retrofuturism • revisit • space race • stimulus • technique	• art medium • atmosphere • background • carbon paper • collage • composition • continuous line drawing • evaluate • justify • mixed media	• monoprint • multi media • paint wash • portrait • printmaking • represent • research • self-portrait • texture • transfer

Greater Depth

What does "Mastery in Art" look like?

What is Mastery?

A child's ability to skilfully **apply** their learning in more in-depth ways is called **Mastery**. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

What is Mastery in Art?

In the Art curriculum Mastery is when a child is able to research an art movement or artist in greater depth and adapt ideas and process into their own art. They would display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own. When evaluating their work they are more analytical and work independently to assess and improve their art. They have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art.

How would a child's Mastery of Art present itself?

1. **Generating Ideas:** Showing greater: complexity; research; observation; originality; perception; aspiration; creativity.
2. **Making:** Showing greater: technique; skill; control; complexity; mastery; quality; judgement; creativity.
3. **Evaluating:** Showing greater: judgement; autonomy; independence; perception; subtlety.
4. **Knowledge:** Showing greater: breadth; contextual understanding; explanation; judgement.

Examples of Cultural Capital in Art and Design

The aim of art and design teaching is to:

- Encourage curious learners who can use their knowledge and skills in art and design.
- Ask and answer questions about different pieces of artwork, media and resources to develop their knowledge.
- School educational visits - @Bristol, Bishops Wood, Worcester Cathedral, local church visit
- Key stage art days with a focus on an artist to develop art skills from different cultures.
- Cluster school art day where children get to work with children from different schools to share knowledge, skills and ideas.
- Articulate and communicate their learning verbally to show their understanding on a particular skills or artist.
- Outdoor learning where children get to show their unique art skills in different ways and using different media.
- Cross-curricular learning – cooking, use of IT, use of music and drama
- Some themes have a piece of art work attached to them to get the children thinking about the purpose of art and how it can give messages.
- Use of resources to provide 'hands on' learning and to experience using different media.
- School gallery where children's art work is celebrated. The use of art work on displays to promote independence and children's unique styles.
- Some art lessons focus on art being done in the same style as a famous artist this encourages children to explore different media and have an insight to why certain artists create in different ways.
- To develop resilient learners who are willing to try new things and to persevere even when challenging
- Learn and use the correct art and design vocabulary as this is explicitly taught.
- Take part in local art projects such as the Pershore Plum Festival Youth Art Competition and art work produced for Evesham Abbey.
- The use of the outdoor learning environment including mud kitchens.
- Creating pieces of art work for a purpose E.G. during the school summer fayre. This allows the children to understand why art is important including giving the children a purpose.
- Promote enjoyment and enthusiasm for learning about everyday art around them from an early age.
- Art competitions.
- Evesham Abbey Trust artist collaboration.

Examples of how Art and Design skills are relevant for future jobs:

Please use this list to suggest to children how these skills can be used. Suggest that this format is used to display with the learning objective:

Learning Objective:
How you can use this learning for a job when you are older:

- Professional artist
- Sculptor
- Animator
- Graphic designer
- Photographer
- Illustrator
- Print maker
- Art teacher
- University lecturer
- Fashion designer
- Internal home design
- Interior designer
- Pottery maker
- Art curator
- Art historian
- Comic designer
- Set design
- Costume designer
- Art therapist
- Logo designer