



Art and Design Curriculum statement

Intent:

At South Stoke Primary School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding.

Our Art curriculum provides children with broad opportunities to develop their skills using a range of media and materials across a breadth of disciplines. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas.

Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists, sculptors, craftspeople and designers. There is a clear progression of skills which build year on year, and within each unit studied.

The skills they acquire are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics in greater depth; for example, by sketching historical artefacts in detail, using the local area to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures.

It is paramount that art work be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. Our curriculum ensures creativity is built on as well as technical skill.

In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. This should be meaningful and continuous throughout the process, with evidence of age-related verbal and written reflection. Children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

Implementation:

To ensure high standards of teaching and learning in art and design, we plan and deliver a curriculum that is progressive throughout the whole school. Art and design is taught focusing on knowledge and skills stated in the National Curriculum and using the EYFS framework. The progression document ensures that the curriculum is ambitious and develops children's cultural capital and the skills/knowledge (within

techniques, developing ideas and of artists) are taught progressively from year group to year group. Explicit vocabulary is taught and reinforced between year groups and units. There is careful consideration of individual needs within each lesson in order for all children to participate and achieve. We provide a variety of opportunities for art and design learning in the community. We ensure children have an opportunity to visit a local art gallery/museum over a key stage and display our work in the local community and around our school building.

Impact:

Our Art Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes including vocabulary use;
- A celebration of learning for each term which demonstrates progression across the school;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work.

SMSC Links

Spiritual

- Promote the process of 'reviewing and evaluating' for example the work of famous artists and architects.
- Explore different artists' interpretations of key figures or events, discuss what the artist was trying to convey.
- Explore religion in art.
- Investigate visual, tactile and sensory qualities of their own and other's work.
- Develop confidence to explore, and make decisions about their own decisions.

Moral

- Explore how emotions and inner feelings are expressed through art such as painting, sculpture and architecture.
- Explain the work of artists from a variety of protected characteristics.

Social

- Work collaboratively.
- Explore art as a powerful social tool e.g. in telling a story, expressing an emotion.
- Develop aesthetic and critical awareness e.g. children evaluate their work and the work of others.
- Celebrate own work throughout school.
- Share ideas and discuss a range of artists and art work, developing their speaking and listening

Cultural

- Experience a wide range of creative media from around the world, such as Japanese art or Islamic art.
- Visit local art galleries, looking at the work of local artists
- Respond to and begin to appreciate works of art which form our cultural heritage.

British Values Links

Democracy

- Take into account the views of others in shared activities.
- Vote for outcomes

The Rule of Law

- Undertake safe practices, following class rules during projects and activities for the benefit of all
- Understand the consequences if rules are not followed

Individual Liberty

- Work within boundaries to make safe choices in art and design
- Make own choices within art and design projects

Tolerance of those with different faiths and beliefs

- Experience and talk about art and design work from different cultures and religious beliefs
- Use art and design pieces to learn about different faiths and cultures around the world

Mutual Respect

- To behave appropriately allowing all participants the opportunity to work effectively
- Review each other's work respectfully
- Work together on projects, help and advise others
- Experience different festivals, traditions and celebrations through art and design

Our Long Term Plan and curriculum coverage can be found on our website.



South Stoke Primary School **Art & Design progression**

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
	Expressive Arts and Design: Exploring and using media and materials. Children explore what happens when they mix colours. Experiment to create different textures. Understand different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Select appropriate resources and adapt work where necessary. <i>Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function.</i>	KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: · respond positively to ideas and starting points; · explore ideas and collect information; · describe differences and similarities and make links to their own work; · try different materials and methods to improve. · use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can: · review and revisit ideas in their sketchbooks; · offer feedback using technical vocabulary; · think critically about their art and design work; · use digital technology as sources for developing ideas; · use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.	
<i>Work of Other Artists, Architects & Craftspeople</i>				
	I know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. I know how to explain what I am doing when I make art.	I know how to recognise and describe some simple characteristics of different kinds of art, craft and design. I know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use. I know that different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. I can talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and colours they use).	I know about and can describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers I know about, and can demonstrate, how tools I have chosen to work with, should be used effectively and with safety.	I can describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. I know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.
<i>Drawing</i>				
	I am starting to use a variety of drawing tools. I can use drawings to tell a story. I can investigate different lines. I can explore different textures. I am starting to draw more accurate drawings of people.	I can experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. I can control the types of marks made with the range of media, for example drawing lines, dots of different thicknesses. I can name, match and draw lines/marks from observations.	I can experiment with ways in which surface detail can be added to drawings. · I can use sketchbooks to collect and record visual information from different sources. I can make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	I can use a sketchbook to collect and develop ideas. I can use dry media to make different marks, lines, patterns and shapes within a drawing. I can experiment with wet media to make different marks, lines, patterns, textures and shapes. I can use different techniques for

		I can investigate textures by describing, naming, rubbing, copying. I can invent new lines and create patterns and textures. I can draw on different surfaces with a range of media I can observe and draw shapes from observations I can draw shapes in between objects and to invent new shapes I can investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	I can create textures with a wide range of drawing implements. I can apply a simple use of pattern and texture in a drawing. I can draw for a sustained period at an appropriate level. I can experiment with different grades of pencil and other implements to draw different forms and shapes. I can show some awareness of objects having a third dimension, for example to use shading to show light and shadow effects. I can experiment with different grades of pencil and other implements to achieve variations in tone. I can apply tone in a drawing in simple way.	different purposes i.e. shading, hatching within my own work. I can work in a sustained and independent way to create a detailed drawing. I can work from a variety of sources including observation, photographs and digital images. I can explore colour mixing and blending techniques with coloured pencils. I can develop my own style using tonal contrast and mixed media. I can use simple perspective in my work using a single focal point and horizon. I can show an awareness of composition, scale and proportion in my paintings e.g. foreground, middle ground and background.
Vocabulary	Draw, line, texture, accurate,	Portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, outline.	line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, portrait, graffiti.
<i>Painting</i>				
	I can experiment with and use primary colours. I can name colours and mix them (not formal mixing). I can use a range of tools to make colours.	I can use a variety of tools and techniques including different brush sizes and types. I can identify primary colours by name. I can mix and match colours to artefacts and objects and to find collections of colours. I can work on different scales. I can experiment with tools and techniques e.g. layering, mixing media, scraping through layers. I can investigate colour by mixing primary colour shades. I can mix colours and know which primary colours make secondary colours, for example making colours wheels. I can investigate making as many tones of one colour as possible (using white). I can investigate how to darken colours without using black.	I can work on a range of scales e.g. thin brush on small picture etc. I can use light and dark within painting and begin to explore complimentary colours. I can mix colours, shades and tones with increased confidence. I can use different types of brush techniques- apply colour using dotting, scratching, splashing. I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. I am able to identify and use Primary, secondary, complementary and contrasting colours. I can create different effects and textures with paint according to what they need for the task. I can use more specific colour language. I can mix and use tints and shades and observe changes in colour. I can use colour to reflect mood.	I understand the language of hue, tint, tone, shades. I can use colour for mood and select colour for specific reasons. I can develop a painting from a drawing. I can carry out preliminary studies, trying out different media and materials and mixing appropriate colours. I can use colour to convey feelings and select colour for specific reasons. I can create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. I can mix and match colours to create atmosphere and light effects. I am able to identify and use primary secondary, complementary and contrasting colours and comment on what works well in my own work.
Vocabulary	Colour names	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, brushstroke, acrylic	blend, mix, line, tone, shape, abstract, absorb, colour.	

		paint.		
Sculpture				
	I can handle, feel, enjoy and manipulate materials. I can construct, build and destroy using a variety of materials. I can shape and to model materials.	I can experiment with constructing and joining recycled, natural and manmade materials. I can make simple joins when constructing. I can manipulate malleable materials in a variety of ways including rolling and kneading I can use simple 2-D shapes to create a 3-D form I can explore sculpture with a range of malleable media I can manipulate malleable materials for a purpose, e.g. make a pinch pot, roll coils and slabs using a modelling media. I can understand the safety and basic care of materials and tools. I can change the surface of a malleable material e.g. build a textured tile. I can recognise natural and man-made forms. I can replicate patterns and textures in a 3-D form.	I can plan, design and make models from observation or imagination. I can shape, form, model and construct using both malleable and rigid materials. I can plan and develop ideas, using different joining techniques and methods of construction. I can join clay adequately and construct a simple base for extending and modelling other shapes. I can create surface patterns and textures in a malleable material. I can use papier mâché to create a simple 3D object. I can discuss my own work and work of other sculptors.	I can produce intricate patterns and textures in a malleable media. I can develop skills in using clay inc. slabs, coils, slips, etc . I can shape, form, model and construct from observation or imagination. I can use recycled, natural and man-made materials to create sculpture. I can plan a sculpture through drawing and other preparatory work. I can recognise the properties of different media. I can discuss and evaluate own work and that of other sculptors.
Vocabulary		sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.	form, structure, texture, shape, mark, soft, join, tram, cast.	
Printing				
	I can make simple rubbings I can print with variety of objects I can print with block printing	I can develop impressed images. I can use simple relief printing. I can create patterns using a repeated pattern. I can print with a range of hard and soft materials e.g. corks, pen barrels and sponge. I can make simple marks on rollers and printing palettes. I can take simple prints i.e. mono printing. I can roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. I can build repeating patterns and recognise pattern in the environment. I can experiment with overprinting motifs and colour.	I can print using more than one colour to layer in a print. I can create printing blocks using a relief or impressed method. I can build on existing knowledge of mono-prints to create repeating patterns.	I can create printing blocks by simplifying an initial sketch book idea. I can use relief or impressed method. I can create prints with three overlays. I can work into prints with a range of media e.g. pens, colour pens and paints.
Vocabulary	Rub, print,	colour, shape, printing, printmaking,	line, pattern, texture, colour, shape, block	hammering, pattern, shape, tile, colour,

		woodcut, relief printing, objects.	printing ink, polystyrene printing tiles, inking rollers.	arrange, collagraph
Textiles				
	I can handle, manipulate and enjoy using materials. I can investigate sensory experience. I can make a simple weaving.	I can match and sort fabrics and threads for colour, texture, length, size and shape. I can change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. I can cut and shape fabric using scissors. I can apply shapes with glue or by stitching, making simple appliqué work. I can apply decoration using beads, buttons, feathers etc. I can be able to use large eyed needles – running stitches. I can start to explore other simple stitches I can apply colour with printing, dipping, fabric crayons. I can create and use dyes i.e. onion skins, tea, coffee. I can create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel.	I am able to use smaller eyed needles and finer threads. I can explore weaving techniques. I can investigate tie dying. I can use a wider variety of stitches. I can make observations and comment on the design of textural art. I can experiment with creating mood, feeling, movement. I can compare different fabrics.	I can use fabrics to create 3D structures. I can use different grades of threads and needles. I can experiment with batik techniques. I can experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Vocabulary	Weave, textile, fabric,	textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, resist, crayons, ink, apply, set.		
Collage				
	I can handle, manipulate and enjoy using materials. I can investigate sensory experience. I can make simple collages.	I can create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. I can arrange and glue materials to different backgrounds. I can sort and group materials for different purposes e.g. colour texture. I can fold, crumple, tear and overlap papers. I can work on different scales. I can collect, sort, name match colours appropriate for an image.	I can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. I can use collage as a means of collecting ideas and information and building a visual vocabulary. I can create and arrange shapes appropriately.	I can add collage to a painted, printed or drawn background. I can use a range of media to create collages. I can use different techniques, colours and textures etc when designing and making pieces of work. I can use collage as a means of extending work from initial idea.
Vocabulary		collage, squares, gaps, mosaic, features, cut, place, arrange	shape, form, arrange, fix.	
Digital Media				
		I can explore ideas using digital sources I can record visual information using digital cameras, video recorders. I can use a simple graphics package to	I can record and collect visual information using digital cameras and video recorders. I can present recorded visual images	I can record, collect and store visual information using digital cameras, video recorders. I can present recorded visual images

		create images and effects. I can create lines by changing the size of brushes in response to ideas. I can create shapes using eraser, shape and fill tools. I can experiment with colours and texture using simple filters to manipulate and create images .	using software I can use a graphics package to create images and effects. I can create shapes by making selections to cut, duplicate and repeat. I can experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.	using software I can use a graphics package to create and manipulate new images. I am able to Import an image (scanned, retrieved, taken) into a graphics package. I can understand that a digital image is created by layering. I can create layered images from original ideas.
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