



**Art Curriculum Intent  
Progression of Skills and Knowledge**

**Our Vision for Art**

Our aim is to provide a high-quality art education that will engage, inspire and challenge all pupils, enabling them to print, draw, paint, sculpt and make collages expressing themselves creatively and imaginatively using a variety of resources including natural resources. Pupils will be able to think critically about famous artwork. They will be able to remember the skills they have previously learnt and develop these skills over time by reviewing and practising them in each term.

**Spirituality Statement for Art**

Through art pupils should be empowered to develop their God-given creativity and enjoy “sharing” with others. They will do this by experiencing a sense of “awe and wonder” of nature, famous artwork and each other’s creations. “Whatever your hand finds to do, do it with your might” Ecclesiastes 9: 10

**Cultural Capital**

*(Experiences that every child should have).*

- Work collaboratively with an artist
- See an artist in action, talk to them about their work and ask them questions
- Visit galleries and have opportunities to learn more about the historical and cultural significance of the artwork they encounter
- Work collaboratively on a large-scale piece
- Show their work in a school gallery inviting their families to come and see their work
- Experience the process of ‘being’ an artist, working on canvas, using an easel, organising, using and caring for their tools and seeking out new inspiration.

**Cross Curricular Links**

- Maths - exploring patterns, symmetry and sequences. Learning around shapes and shape drawing.
- English - discussion and debate around artworks and artists being studied, studying the work of illustrators and creating new illustrations for existing stories
- Computing – creating digital art and manipulating images. Using drawing applications to practise creating images using simple shapes and lines.
- RE - the role of art, sculpture etc in religious buildings and their symbolic meanings
- Music – listening to different types of music and creating drawings and artwork in response, exploring the effect of the different types of music on the work they have produced
- Science – observational drawing of plants and other living things. Look at colours as they appear in nature, including natural pigments and spectacular coloured animals and plants.
- History – cave drawings, introduce prehistory.

**Composite Objectives in D&T in the Early Years Foundation Stage**

**Expressive Arts and Design - ELG: Creating with Materials**

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used

**Composite Objectives in Art in Key Stage 1**

By the end of key stage 1 children should be taught to:

- to use a range of materials creatively to design and make products (embedded throughout each topic).
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

<p><b>ELG: Fine Motor Skills:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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.</li> </ul>	
<p><b>Drawing</b></p>	<p style="text-align: center;"><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• To begin to use marks, lines and curves.</li> <li>• To demonstrate an understanding of space when using paper.</li> <li>• To begin to demonstrate the ability to sketch.</li> <li>• To demonstrate greater detail when completing observational drawings.</li> <li>• To be able to show textures and patterns in drawings with greater care.</li> </ul>	<p style="text-align: center;"><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• To demonstrate accurate holding, use and justified reasons when using a range of drawing tools – charcoal, pastel, chalk, different grades of pencil etc.</li> <li>• To be able to show different tones in light, dark and midrange with beginnings of showing shadow</li> <li>• To use paper more competently maximising use of space</li> <li>• To work spontaneously and expressively using marks, lines, and curves</li> </ul>
	<ul style="list-style-type: none"> <li>• To use marks, lines and curves to create imaginative and individual ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To demonstrate accurate holding, use and justified reasons when using a range of drawing tools – charcoal, pastel, chalk, different grades of pencil etc.</li> <li>• To be able to show different tones in light, dark and midrange with beginnings of showing shadow</li> <li>• To produce detailed drawings based on observation more than stereotypical pictures – confidently seeks mirrors etc to ensure details are accurate with faces, shapes etc.</li> <li>• To show an awareness of landscapes in drawing with more detail in the foreground</li> <li>• To work spontaneously and expressively using marks, lines and curves</li> </ul>
	<ul style="list-style-type: none"> <li>• To begin to demonstrate the ability to sketch.</li> </ul>	<ul style="list-style-type: none"> <li>• To produce detailed drawings based on observation more than stereotypical pictures – confidently seeks mirrors etc to ensure details are accurate with faces, shapes etc.</li> <li>• To work spontaneously and expressively using marks, lines and curves</li> </ul>
	<p style="text-align: center;"><b>Key Vocabulary:</b> Drawing, lines (direction, weight, thickness), simple lines, shapes, pattern, shading, cross-hatching, landscape</p>	<p style="text-align: center;"><b>Key Vocabulary:</b> Drawing, tools (charcoal, pastel, chalk, pencil) tones (light, dark and midrange) texture, shade, observation, landscapes, marks, lines, curves, artist.</p>

	Imagination, dots and lines, sketch.	
Colour and Painting	<ul style="list-style-type: none"> <li>To independently mix primary colours (and seek to do this to add detail, depth and interest to their own paintings)</li> <li>To use a range of different paints and understand the effect they create in their artwork (and begin to self-select the type of paint)</li> <li>To hold the paintbrush accurately and confidently and select the correct size to paint with.</li> <li>To use colours to express moods and be able to discuss their ideas and choices.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate an excellent understanding of colours and predict outcomes prior to mixing</li> <li>To begin to make shades and tones naturally.</li> </ul>
		<ul style="list-style-type: none"> <li>To demonstrate an excellent understanding of colours and predict outcomes prior to mixing and begin to make shades and tones naturally</li> <li>To show a competency with painting a picture with equipment and tools.</li> </ul>
	<p><b>Key Vocabulary:</b> Mixing, primary colours, secondary colours, materials, main colour, warm colours, cool colours.</p>	<p><b>Key Vocabulary:</b> Tones, artist, observation, landscape: foreground, background, detail texture (created by <i>dabbing</i> and <i>dashing</i>), realistic/ realism.</p>
Texture		<ul style="list-style-type: none"> <li>To demonstrate variety in self-selecting a range of textures and explaining the outcome and reasons for their choices with confidence</li> <li>To evaluate their textures and refine their ideas</li> <li>To overlap and overlay to create effects</li> <li>To show greater dexterity when preparing textiles so that the outcome is as planned.</li> </ul>
	<ul style="list-style-type: none"> <li>To select materials with thought and discussion considering content, shape, surface and texture.</li> <li>To be able to weave using natural objects and man-made and compare the outcomes.</li> <li>To be able to communicate a mood using texture/colour and careful placing of textures.</li> </ul>	
	<p><b>Key Vocabulary:</b> 3D, fold, concertina, curled, transient art,</p>	<p><b>Key Vocabulary:</b> Collage, materials, shapes, paper, fabric.</p>
Form/ Sculpture	<ul style="list-style-type: none"> <li>To join and fold media carefully to create a 3D piece of artwork.</li> </ul>	<ul style="list-style-type: none"> <li>To handle and manipulate rigid and malleable materials such as clay and card.</li> <li>To be able to shape and form from direct observations</li> </ul>

		<ul style="list-style-type: none"> <li>To be able to express their views with their sculpture.</li> </ul>
	<ul style="list-style-type: none"> <li>To begin to learn basic skills using natural materials.</li> <li>To start to understand the need to join carefully and manage this with support.</li> <li>To select materials with thought and discussion considering content, shape, surface and texture.</li> <li>To be able to weave using natural objects and man-made and compare the outcomes.</li> <li>To be able to communicate a mood using texture/colour and careful placing of textures</li> <li>To evaluate my work and describe the effect of texture.</li> </ul>	
	<b>Key Vocabulary:</b> Sculpture, 3D (3 dimensional), natural resources, clay.	<b>Key Vocabulary:</b> Sculpture, 3D (3 dimensional), clay, design, represent.
<b>Printing</b>	<ul style="list-style-type: none"> <li>To begin to understand what skills are needed to make a successful print.</li> <li>To use the stimulus of the natural environment and explore a range of rubbings that will inform the patterns that they wish to replicate.</li> <li>To discuss in detail the patterns.</li> <li>To demonstrate an awareness of controlling ink or paint, using accuracy and pressure to complete a monoprint.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to create a collagraph plate using the tools effectively so that the prints are consistent in appearance</li> <li>To be creative in range of materials and techniques and explain reasons for choices.</li> </ul>
	<b>Key Vocabulary:</b> Printing, sponge, excess.	<b>Key Vocabulary:</b> Printing, excess, collagraph plate.
<b>Expressive Skills and Communication</b>	<ul style="list-style-type: none"> <li>To make observations when looking at other artists work, discuss their views and comment on paint technique and colour in the discussion.</li> <li>To use Art and Design language to comment verbally on their own and others artwork in response to questions.</li> <li>To use media and materials to create imaginative and individual ideas.</li> </ul>	<ul style="list-style-type: none"> <li>To use Art and Design language to communicate and describe successfully their own and others work in painting, drawing and 3D.</li> <li>To use media and materials expressively and appropriately selecting for purpose to create independent, creative and imaginative work linking to the work of another artist.</li> </ul>
<b>Recall of artists</b>	<ul style="list-style-type: none"> <li>Children are familiar with at least one artist or designer throughout world history and world culture.</li> </ul>	<ul style="list-style-type: none"> <li>Children are familiar with at least one artist or designer throughout world history and world culture and with support have an increasing awareness of art, craft and design which is broad and inclusive.</li> </ul>

- Children can link ideas and techniques to at least one artist in their own work.

### Art Curriculum Implementation

What resources do we use to support the implementation of the Art curriculum and why? (Must refer to research evidence and context of our school)

- We have used research from the *Teaching Art and Design* book by Emily Gopaul to create our own medium-term plans for our school. This meets the needs of our pupils because Teaching Primary Art and Design meets and extends the National Curriculum requirements for art and design and provides a framework for teaching the five main skills for making art: drawing, painting, collage, printing and sculpture. Furthermore, we have taken this framework and adapted the plans to ensure that children have additional opportunities to practise these skills as we know that some of our children lack the fine motor skills needed within art lessons. The planning is cyclical in nature, so we revisit the same skills throughout key stage 1 to give children the opportunity to consolidate and improve each skill. We are using an enquiry-based approach, providing children with opportunities to explore their creativity through the outside space and nature and this fits with our vision for the school.

How do we implement the Art curriculum?

- Through a CPD focus on creativity and how to promote this within in our schools and looking at the needs of our teachers and implementing CPD as and when necessary.
- Through clearly presented key concepts.
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding.
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Launder's, 'Making Learning Stick' strategies to help pupils embed key concepts in their long-term memory. We have a revisit session at the start of every D&T lesson to enable pupils to remember prior learning through interweaving and retrieval practise. Other strategies are used at different points within the lesson.
- New knowledge and skills are built on what has already been taught so that pupils can 'know more and remember more.'
- The D&T curriculum is taught remotely for pupils who are not able to attend school.

- Through effective questioning approaches and the use of 'Bloom's Taxonomy' to deliver higher order questioning to aid learners' understanding and progress
- A word aware approach to vocabulary acquisition.
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence and deepen understanding.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory, including kinaesthetic and active approaches to engage.

How do we assess the art curriculum?

- Assessment in art takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.
- D&T is assessed through teacher marking in line with the marking policy.
- Self – assessment, self-assessment with a peer, and group assessment take place to evaluate learning against the learning intention and/or against success criteria.
- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.

Summative assessment takes place twice a year, once halfway through the year and then again at the end of the year.