

Art and Design

Intent:

Learning within art, craft and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. A high-quality art and design education should inspire, engage and challenge children - enabling pupils to communicate what they see, feel and think through the use of colour, texture, form and pattern.

Children will become involved in shaping their environment through art and design activities, involving different creative techniques. They will explore ideas and meaning through the work of artists and designers. Additionally, as they learn about the history, roles and functions of art, they can explore the impact that it has on contemporary life and that of different times and cultures.

Aims: The national curriculum for art and design aims to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Christian Values

Our School Values are dignity, community, hope, wisdom and love. We gain a heart of wisdom in every lesson, in every day. Through Art and Design, children are able to express their creativity and talents through different approaches and opportunities. Christians believe that life is a gift entrusted by a loving creator God to humankind for a purpose and this purpose is seen as the creative spirit within each person. At Linby cum Papplewick C of E Primary School, we aim to explore, celebrate and enjoy the world in all its mystery and diversity. Through studying a wide range of artists from different cultures and backgrounds, children can begin to appreciate different perspectives. Implement: The acquisition of knowledge and development of technical skills is an integral part of our art lessons. Linked knowledge organisers, which include diagrams and key vocabulary, enable pupils to learn and retain the important, useful and powerful vocabulary and knowledge contained within each unit.

Implementation:

At Linby cum Papplewick Primary, teachers create a positive attitude to art learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards.

Our whole school approach to the teaching and learning of art involves the following:

Our Art and Design lessons are taught over a number of weeks to allow children to acquire a wealth of substantive knowledge as well as learning and embracing unique skills. Our curriculum is progressive. We build upon the learning and skill development of the previous years, which is tested through our 'start of unit quizzes' where teachers can identify misconceptions that need addressing.

New vocabulary and challenging ideas are introduced through direct teaching. This is developed through the years, in keeping with the topics.

EYFS:

Art in the foundation stage is addressed through free-flow learning and exploring the world. EYFS teachers will encourage children to explore art media and materials. Pupils in foundation stage are encouraged to use and discover a variety of tools safely and explore their creativity through continuous provision and showcasing their imaginations through a plan, do, review cycle.

Assessment and Recording of Learning:

Assessment in art is carried out by teachers through a variety of formative and summative methods. Start of unit quizzes allow teachers to identify misconceptions prior to the lesson input. End of unit quizzes allow teachers to assess pupil's progress and attainment in computing. Knowledge organisers are used during every computing lessons to aid knowledge retention.

Learning in art is recorded in using Sketch books. These progress through the school with each child, as a personal journey of their art progress.

Impact:

The successful approach to the teaching of art at Linby cum Papplewick Primary results in a fun, engaging, high quality art education, that provides pupils with the foundations for understanding how every child is a creative learner and that each of us can express that creativity in unique ways.

As in the biblical verse, 'Start children off the way the way they should go', we provide children with a range of experiences and opportunities which gives them the confidence and belief to do their best and believe anything is possible for them through their God given gifts and talent. This helps all to flourish and embrace the opportunities beyond school.

Pupil voice and work looks are used to further develop the art curriculum, through questioning of pupils' views and attitudes towards art, to assess the children's enjoyment of art and to motivate learners.

Concepts in Art: Inspiration. Experiment (Drawing, Painting, Collage, Printing and Sculpture). Expression.

Key Concepts in Art and Design

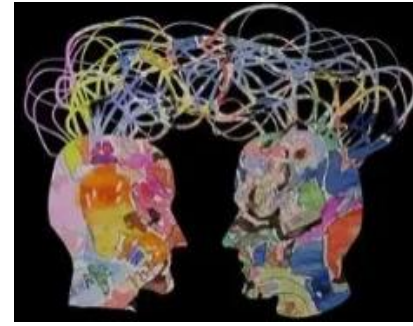
The key concepts in Art and Design are:



Inspiration



Experiment



Expression

Inspiration:

Through inspiration we consider a stimulus and look at designers. Our curriculum aims to look at designers from different cultures, backgrounds and

Experiment:

As a part of the experiment stage, we investigate and hone different skills. We consider different ways in which we can follow creative processes and create work that includes shade and tone, form and perspective, line and colour. We experiment with structure, sculpture

Expression:

When considering Expression, we consider the outcome of our designs and evaluate whether the products we have made are fit for the purpose that we designed them for.

Art and Design: Mapping of Units of Study

Year A

Class	Autumn	Spring	Summer
Ash (R, Y1)	Guiseppe Arcimboldo Drawing and painting: self portraits	Orla Keily Printing: (Spring 1) Patterns in prints Georgia O Keeffe Painting: (Spring 2) Giant flower painting	Andy Goldsworthy Sculpture: Natural sculptures
Elm (Y1, Y2)	David Hockney Collage: To create a silhouette city scape	Da Vinci, Matisse, Picasso Drawing: Create portraits using line, colour, repetition and movement	Sculpture: To create a fish tile using modelling tools to create surface, pattern and texture
Fir (Y3, Y4)	Banksy and Glyn Macey Collage: Modern art style and Urban art	Kaffe Fassett Printing: Roman tiles	Howard Carter Painting (watercolour): Animals
Oak (Y5, Y6)	William Morris Printing and digital design: Wallpaper	Nikolai Kolchitsky - Retro-Futurism Painting and pastels: Space	Michelle Reader, Yinka Shonibare Sculpture: Wind sculpture

Year B

Class	Autumn	Spring	Summer
Ash (R, Y1)	Vincent Van Gogh Painting: Midnight Sky	Sculpture (textures): Planets Drawing: Animals	Printing: Symmetrical butterflies Printing and painting: Using vehicles – creating tracks-sponges, stippling and rollers
Elm (Y1, Y2)	Drawing: To create a still life drawing using shadow and tone (drawing: pencil, charcoal, pastels)	Kandinsky and Mondrian Paint: To create a landscape painting using colour mixing	Craft person Printing: To create a framed monoprint (printing)
Fir (Y3, Y4)	Painting: Cave painting – tones and shades, complementary colours and tertiary colours	John Dyer Drawing and painting: Nature	Sculpture: Clay vase
Oak (Y5, Y6)	Howard Russell Butler Mixed media (paint, pastels, chalk): Northern Lights	Collage: Tudor Rose	LS Lowry Helen Bradley Drawing: WW2

Art and Design: Inspiration (Stimulus and Artists)



Year 6.
I know how to explore the work of a great artist and understand the historical and cultural significance of their art forms.
I know how to analyse the work of well-known artists, commenting on their use of techniques.
I know how to use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.
I know how to explore the work of different sculptors and discuss the techniques they have used.

Year 5
I know how to investigate the work of great artists and talk about their significance and their techniques.
I know that I need to plan my ideas, in order to create with purpose and control
I know how to use sketchbook to record my views and investigate sources for my work.
I know that annotating work in my sketchbook expands my ideas.
I know of different sculptors and know some of the techniques they have used.

Vocabulary:
historical significance,
cultural significance,
atmosphere,
representation,
technique, Kolchitsky,
William Morris, Michelle
Reader, Yinka Shonibare,
LS Lowry, Helen Bradley,
Howard Russell Butler



Year 4
I know how modern art styles can be linked to industry, innovation and social injustice/protest.
I know how to start to identify the mood of a piece of art e.g. how the theme of a piece of artwork can make people feel/the message it is trying to get across (Banksy).

Year 3
I know how art can be evidenced in the ancient cultures studied.
I know the role of art in society and can observe and investigate the purpose, styles and media.
I know a greater number of famous artist (Kaffe Fassett, Banksy and Glyn Macey, Howard Carter).
I know some similarities and differences between the techniques/style of artwork.

Vocabulary:
political, protest
injustice, Kaffe Fassett,
Banksy and Glyn Macey,
Howard Carter



Year 2
I know that artists use tone, shadow and shading to bring a drawing to life.
I know how to express clear preferences to a piece of creative work and give reasons.
I know some of the works of Kandinsky and Mondrian and know how they inspired others.
I can talk about the work of a range of craft makers and designers

Year 1
I know that artists use colour for effect.
I know that artists use a variety of mark-making: dots, lines and patterns in their drawing.
I know how to use nature as an inspiration for my artwork.
I know some of the works of Kandinsky and Mondrian.

Vocabulary:
Kandinsky and
Mondrian, David
Hockney, Da Vinci,
Matisse, Picasso



EYFS
I know how to make use of props and materials when role-playing character in narrative and stories.
I know I have my own identity as an artist.
I know how artists can help bring stories alive through their illustrations.
I know some of the works of famous artists including, Vincent Van Gogh, Andy Goldsworthy, Orla Keily, Georgia O Keeffe, Guiseppe Arcimboldo.

Vocabulary:
Vincent Van Gogh,
Andy Goldsworthy,
Orla Keily, Georgia
O’Keeffe, Guiseppe
Arcimboldo

Art and Design: Experiment (Skills and Sketchbook)



Vocabulary:
composition, scale, proportion, perspective, foreground, middle ground, background, blend, media, textures, block and relief printing, armature, intricate

Year 6	
Drawing	I know that using a focal point and a horizon as a starting point can add depth and perspective to my drawing.
Painting	I know that by mixing and matching colours I can create atmosphere and light effects. I know that I can use colour to express my feelings and emotions in my painting.
Collage	I know how to develop in my composition, a sense of scale and proportion, combining mixed media
Printing	I know how to create more intricate patterns using block or relief printing.
Sculpture	I know that sculptures can be made from different materials and modelling techniques. I know that I can create my own ideas and sculptures from observation and imagination.

Year 5	
Drawing	I can develop an awareness of composition, scale and proportion in my work e.g. foreground, middle ground and background. I know there are a range of techniques to blend colours.
Painting	I know that I can use colour and technique for purpose in my art. I know that I need to plan my ideas, in order to paint with purpose.
Collage	I know how to add collage to a painted, drawn or printed background using a range of media, to create different techniques, colours and textures. I can use layers and overlays to create new colours/textures.
Printing	I know that printed patterns can be created by block or relief printing. I know how to plan, create and print a design of my choice.
Sculpture	I know that an armature is a framework around which the sculpture is built (when the sculpture could not stand on its own)

Year 4	
Drawing	I know that scale is the size of one object in relation to other objects in my artwork. I know that different sketching skills help to give a sense of form, scale and proportion.
Painting	I know that to show the direction of light and shadow in a painting, I need to use shades and tones. I know that complementary colours are colours from the opposite side of the colour wheel.
Collage	I know how mixed media can be used to create an overlapping image to create a focal point.
Printing	I know that overprinting is printing one colour on top of another.
Sculpture	I know that scoring two clay parts and applying slip can join them together. I can make intricate patterns using sculpting tools.

Year 3	
Drawing	I can develop a variety of sketching skills, including cross hatching and using fine lines to sketch. I can explore a range of media for different purposes and be able to suggest why they are appropriate for different impact
Painting	I can mix primary and secondary colours to make a colour wheel including tertiary colours. I know how to create secondary and tertiary colours for a colour wheel.
Collage	I know that overlap is to cover and leave a part of it still showing. I know that overlapping images can create depth.
Printing	I know that a relief print can be created by carving out the surface of the printing block.
Sculpture	I know that by adding water to clay you can make slip. I know that carving is a sculpting technique using tools.

Vocabulary:
hue, colour wheel, secondary colours and tertiary colours, depth, relief print, carving, scale, form, proportion, scoring, slip

Year 2	
Drawing	I know that shading and shadow can make an image appear 3D. I can experiment with shading using stippling and hatching. I know that different grades of drawing pencils produce different tones.
Painting	I know how to mix colours to make a six colour, colour wheel and I can experiment with colour-mixing. I know how to make tints and shades of colours. I know how to make a colour wash.
Collage	I know how to cut different size shapes and arrange them to create a focal point. I can create and arrange shape appropriately to create a collage.
Printing	I know that print making is when a pattern or design is transferred onto paper or fabric. I know that a motif is a shape used in printing.
Sculpture	I know that by impressing tools into a sculpture I can change its texture and appearance

Vocabulary:
primary and secondary colours, cold and warm colours, monochrome, shade, tints, tones, hatching, stippling, HB 2H 2B, focal point, print, impressing, Sculpture, 2D, 3D, form, structure, solid, flat, base, texture, tools, pattern, design

Year 1	
Drawing	I know that using pencil pressure on paper can create lighter and darker tones. I know that using the tip or a side of a pencil creates lines of different thickness for shading.
Painting	I know the primary colours. I know what a secondary colour is. I know which primary colours mix together to make secondary colours. I know that blue is a cold colour and that red and yellow are warm colours.
Collage	I know that collage is a piece of art where pieces of paper, photographs, fabrics and other materials are arranged and stuck. I know that collages can be made with natural and man-made materials.
Printing	I know that paint can be transferred onto paper using printing tools. I know what a monoprint is.
Sculpture	I know how to make an imprint by pressing an object into clay or playdough.

EYFS	
I can safely use and explore a variety of materials, tools and techniques. I can experiment with colour, design, form and function.	
Drawing	I know how to draw lines and shapes (circles, lines, curves, waves and zigzags). I know how to combine shapes to create simple drawings.
Painting	I know the names of the primary colours. I know the names of the secondary colours. I can mix primary colours together and see what happens. I can talk about which colours I like and why.
Collage	I know how to cut and tear different materials and glue them onto backgrounds.
Printing	I know how to make a print of an object by putting it into paint and pressing it onto paper.
Sculpture	I know that rolling, pinching and kneading dough can change its shape.

Vocabulary:
primary colours, mixing colours, rolling, pinching, kneading



UKS2



LKS2

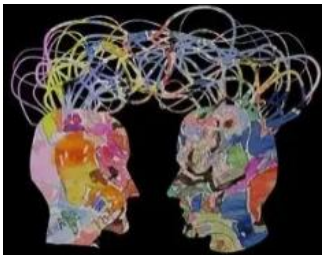


KS1



EYFS

Art and Design: Expression (Outcome/Evaluate)



UKS2

Year 6

I know how to create original pieces that show a range of influences and designs.
I know that I can use digital technology to enhance and adapt my artwork.
I know that I can combine painting, drawing and collage to create a multimedia piece of artwork.
I know how to work in a sustained and independent way to create detailed artwork.
I know how to select different tools and use different techniques to create the intended impact when painting, drawing, printing, sculpting and making.
I know how to evaluate a range of sketches, commenting on the effective use of line, tone and shade.

Vocabulary:

adaptation, change, critique, discussion, evaluate, feedback, improve, manipulate, method, progress, realistic, reflect, result

Year 5

I know how to create pieces that show influences of others.
I know that digital technology can change my artwork.
I know that I can combine skills to create multimedia piece of work.
I know how to work independently to develop my art and build up pieces over a period of time.
I know how to select different techniques within my artwork to create a desired effect.
I know how to discuss the work of myself and others and comment on what I how others have created art.

Year 4

I know how to create a piece of art which includes / reflects modern art styles and techniques explored.
I know how to explain the purpose and message behind my artwork, in relation to issues explored.
I know how to explain how my artwork relates to our stimulus and the techniques we studied.

Vocabulary:

adapt, aspect, challenge, compare, effective, examine, finished piece, observe successful technique

Year 3

I know how to use my sketchbook to record, review and revisit ideas.
I know how to use my sketchbook to evaluate my ideas, choice of medium and techniques, and to justify my decisions.
I know how to discuss different types of art, craft and design and how this has influenced my artwork

Year 2

I know how to describe the differences and similarities between different pieces of artwork.
I know how to make links between the work of artists and my own work.

Vocabulary:

compare, different, discuss, dislike, imaginative, like, similar, unique

Year 1

I know how to talk about what I like about my artwork and how I created it.
I know how to learn about the work of a range of artists, craft makers and designers.

Vocabulary:

different, dislike, like similar

EYFS

I know how to talk about my creations, explaining the process I have used.

EYFS