



Intent:

At Colyton Primary Academy, we encourage the children to see themselves as artists and believe that the art curriculum should challenge and stimulate their creativity, inventiveness and imagination. Our art curriculum provides a clear and comprehensive scheme of work that shows the progression of skills across the key stages within the strands of the National Curriculum as well as equipping them with the knowledge and skills to experiment, invent and create their own works of art.

We aim to provide an inspiring, practical art curriculum that builds on the children's early creative experiences and natural desire to express themselves. Through our teaching, we intend to give all children opportunities to explore and investigate colour, texture, form and pattern through a range of materials. They will develop the knowledge, key skills and techniques needed to create artwork in a range of different forms including sketching, painting, sculpting, printing and working with digital media. Children will revisit the skills over time, building on their knowledge and understanding and will record their journey in a sketchbook. The children will learn about and be inspired by artists, craft makers and architects from a variety of backgrounds and reflect on the impact of art and artists on culture and history. To enrich the curriculum we provide opportunities for children to meet and work with artists we are studying.

Across the school, children will be taught to assess and evaluate their own work. They will be able to reflect on, refine and take pride in their work, as well as being able to recognise their own and others progress. Children with additional needs will be supported to engage in all areas of the art curriculum through differentiated questioning, pre-teaching of key vocabulary, adapted work or additional time. To ensure an inclusive learning environment for all, where all children can be artists.

Being an Artist:

At Colyton we support children in their vision of being an artist by encouraging them to talk like an artist in key stage 1 and 2. In planning and during lessons children are given the opportunities to expand their learning and belief in their art skills through metacognition and oracy opportunities to analyse, compare, create and evaluate art like an artist.

In EYFS they follow the Development Matters and Early Learning goals within Expressive Art and Design which we have personified as becoming a 'Dynamic Designer'. The children work towards their goals and act and speak like a Dazzling designer whilst practising their skills and in discussion.

TALK LIKE AN ... ARTIST	
ANALYSING ART In this piece, I can see ... This piece reminds me of ... The piece makes me feel ... because ... I think the artist has created this by ... I really like ... I particularly like ... I dislike ... I find this interesting because ...	Line ☐ straight ☐ thick ☐ curved ☐ thin ☐ faint ☐ bold ☐ sharp
COMPARING ART This piece is similar to ... because ... This piece is different to ... because and ... have some things in common. Firstly, and ... are very different. Firstly, ...	CREATING ART I am experimenting with ... to see ... I found working with ... I chose to ... because ... I was able to create ... by ... I am not totally happy with ... because ...
Colour ☐ bright ☐ clashing ☐ vivid ☐ neutral ☐ dull ☐ harmonious ☐ dark ☐ pastel ☐ pale ☐ contrasting	Texture ☐ rough ☐ grainy ☐ smooth ☐ shiny ☐ hard ☐ even ☐ soft ☐ uneven ☐ cracked
Shape ☐ square ☐ 2D ☐ rounded ☐ 3D ☐ angular ☐ regular ☐ sharp ☐ organic ☐ flat ☐ basic	Composition ☐ simple ☐ foreground ☐ complex ☐ symmetrical ☐ centred ☐ asymmetrical ☐ off-centre ☐ background ☐ middle-ground
EVALUATING ART The best thing about my piece is ... because ... I was able to copy the artist's style by ... My choice of ... allowed me to ...	

Dynamic Designer

- I can safely use a variety of materials, tools and techniques.
- I can experiment with colour design, texture, form and function.
- I can share my creations and explain what I have done.
- I can make use of props and materials when playing characters in narratives and stories.
- I can use different artistic effects to express my ideas and feelings.
- I can build on my learning and improve my ideas and how I represent them.
- I can create things with others by sharing ideas, resources and skills.

National Curriculum KSI AND KS2

Aims

The national curriculum for art and design aims to ensure that all pupils:
produce creative work, exploring their ideas and recording their experiences
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

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.

Implementation:

1. EYFS
2. Long Term Overview
3. Personal Development
4. Knowledge and Skills Progression - Colyton
5. Knowledge and Skills Progression - by area
6. Lesson Design
7. Inclusion
8. Impact



EYFS:

ELG & Development Matters:

Art within Early Years - Expressive Arts and Design

Before children start with us they experience we expect them to have exposure to.....both at home and within the Nursery setting.

Within the Nursery setting they have opportunities provided through continuous provision to express themselves as artists, be creative and use their imagination.

Expressive Arts and Design is delivered in Nursery with a focus on:

- Imagination and Creativity
- Self-expression
- Communicating through arts

Reception

In the EYFS at Colyton planning and provision is guided by the Educational Programme for Expressive Arts and Design (EAD):

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

The endpoint for EYFS is the Early Learning Goal for Expressive Arts and Design

Creating with Materials:

We want children to:

- 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
- Make use of props and materials when role playing characters in narratives and stories.

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EYFS: Curriculum Goals at Colyton

The Colyton Curriculum Our EYFS Colyton curriculum takes the ELG & Development matters to create a highly ambitious and bespoke curriculum with a focus on developing high language skills and for children to become competent readers, writers and mathematicians. Art at Colyton begins here, in the EYFS. Children are 'Dazzling Designers' and develop the key skills they will need to meet their goals.

To be successful Artists they also master skills by being a 'Talented Tool User' 'Independent Individual' and 'Confident Communicator'.

Dynamic Designer

- I can safely use a variety of materials, tools and techniques.
- I can experiment with colour design, texture, form and function.
- I can share my creations and explain what I have done.
- I can make use of props and materials when playing characters in narratives and stories.
- I can use different artistic effects to express my ideas and feelings.
- I can build on my learning and improve my ideas and how I represent them.
- I can create things with others by sharing ideas, resources and skills.

Talented Tool User

- I can hold a pencil using the tripod grip.
- I can use lots of tools safely and confidently like pencils, scissors and cutlery.
- I can begin to show accuracy and care in my drawings.
- I can make my handwriting fast, accurate and efficient.

Confident Communicator

- I can listen carefully and know why listening is important.
- I can respond with questions, comments and actions.
- I can make comments and ask questions to find out more and to check I understand what has been said to me.
- I can hold two-way conversation with my friends and teachers.
- I can have one to one, small group and class discussions speaking and listening in turn and using new vocabulary.
- I can talk to help work out problems and to explain how things work and why they might happen.
- I can talk about my ideas, feelings and experiences in well-formed sentences and can connect one idea or action to another using a range of connectives and different tenses
- I can learn and use new vocabulary and use it in different ways.
- I can develop social phrases.
- I can describe events in some detail.

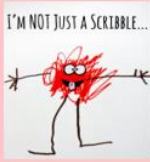
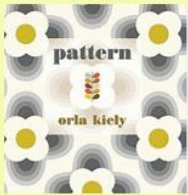
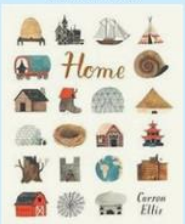
Independent Individual

- I can think and talk about my feelings and the feelings of others and begin to manage my own feelings.
- I can set and work towards simple goals.
- I can wait for things I want and control my impulses.
- I can focus on what the teachers says, respond and follow instructions with several parts.
- I can be confident in new activities, be independent and show resilience and perseverance in the face of challenge.
- I know right from wrong and can explain why we have rules.
- I can manage my own personal hygiene and needs.
- I can talk about how to be healthy and have good wellbeing.
- I can see myself as a valuable individual.

Implementation:

1. [EYFS](#)
2. [Long Term Overview](#)
3. [Personal Development](#)
4. [Knowledge and Skills Progression - Colyton](#)
5. [Knowledge and Skills Progression – by area](#)
6. [Lesson Design](#)
7. [Inclusion](#)
8. [Impact](#)

EYFS ART AND DESIGN CURRICULUM

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	AMAZING ME	SHINE BRIGHT	ALL AROUND THE WORLD	THE GREEN PLANET	THE ANIMAL KINGDOM	JURASSIC COAST
Focus	Drawing	Printing	Sculpture (Junk modelling)	Painting	Sculpture (plasticine) / Animation	Collage and textiles
Unit	People and Portraits	Pattern and Printing	Houses and Buildings	Dots	Animals	The Sea
Artists	Picasso Keith Haring	Orla Kiely	Ana Serrano	Yvonne Gamber Wassily Kandinsky	Nick Park - Wallace and Gromit	Cathy Harrison Megan Coyle
Books / film/ inspiration	I'm Not Just A Scribble... 	Orla Kiely Pattern 	Home Carson Ellis 	The Dot Peter Reynolds 	Wallace and Gromit shorts 	The Big Book of the Blue Yuval Zommer 
Examples of work	 		 	 	 	 
Substantive knowledge	I CAN Begin to use and control a variety of drawing tools. I CAN Explore mark making and start to produce different marks from observations and imagination. I CAN begin to draw a face and body from observation.	I CAN create simple prints with a range of materials. I CAN design and create simple patterns from printing objects.	I CAN design and build a sculpture using a variety of objects. I CAN safely use appropriate tools and techniques to shape, assemble and join materials.	I CAN recognise and name the primary colours and match colours to objects I CAN Enjoy using a variety of painting tools in different ways (brushes, sponge, fingers,).	I CAN use simple tools safely and with control I CAN shape and mould pieces of plasticine. I CAN use tools to create textures and add details	I CAN use materials to create different textures. I CAN use scissors to safely cut different materials. I CAN join materials together using glue.
Disciplinary Knowledge	GENERATING IDEAS I CAN begin to learn about artists and use specific pieces of work to inspire their own art work. SKETCHBOOKS: Use a sketchbook to record and develop my ideas and experiments. Use the work of artists, craft makers and designers in sketchbooks as inspiration for their own work. EVALUATION: Share their work as a group and talk about what they have enjoyed and what they liked about the process or outcome.					
Vocab	Draw Line shape thick thin 	Pattern Print Shape Space	Shape Join Attach Glue Fix	Colour Primary colours Mix Brush Stroke Dab Sponge Paint	Squash Roll Pinch Knead Twist Add Join Detail	Cut Stick Materials Resist

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Autumn

LINO PRINTING / PAINTING LANDSCAPES



David Hockney
Hokusai
Nicole Burt (Local)

Spring

TEXTILES - SEWING SHELLS



Anne Atkins
Annie Morris
Bayeux Tapestry

Summer

DRAWING- HUMAN FORM



Leonardo Da Vinci
Rembrandt
June Leaf
Edgar Degas

Year
5/6 B

Year

5/6 A

DRAWING/ SCULPTURE - WIRE AND MODROC



Henry Moore
Bill Brandt
Albert Giacometti

PAINTING POP ART PORTRAITS



Roy Lichtenstein
Andy Warhol
Jean Michel Basquait

DRAWING/ ILLUSTRATION BRITISH WILDLIFE/ NATURE



Alex Boon
Anna Brewster
Angela Harding

Year

3/4 B

SCULPTURE -CLAY BUSTS



Laurence Lowry
Clare Caulfield
Architects

SCULPTURE -CLAY BUSTS



Ancient Greek/ Roman
artists
Augusta Savage
Edmonia Lewis

PAINTING- RAINFORESTS



Henri Rousseau
Jane Tomlinson
John Dyer

Year

3/4 A

DRAWING CAVE DRAWING AND GRAFFITI



Cave Paintings
Blek Le rat
Banksy

SCULPTURE - EGYPTIANS



Alaa Awad
Ancient Egyptian Artists

DRAWING/PAINTING/ TYPOGRAPHY- LANDSCAPES



Alex Vick (Local)
Van Gogh
Pierre August Renoir

PAINTING/ COLLAGE- SEASONAL COLLAGES



Claude Monet
Henri Matisse
Alice Bulmer (Local)

WEAVING -TEXTILE ART



William Morris
Shelia Hicks
Tammy Kanat

SCULPTURE - 3D CLAY TILES



Beate Kuhn
Noriko Kuresumi
Elaine Bolt

Year

1/2 B

Year

1/2 A

PAINTING/ DRAWING PORTRAITS



Van Gogh
Frida Kahlo
Lauren Pearce

DRAWING/ILLUSTRATION- ANIMALS



John Macallan Swan
Brett Whitley
Catherine Raynor

SCULPTURE/ PAINTING- WIRE FLOWERS



Georgia O'Keeffe
Hilma AF Klint
Anita Nowinska (Local)

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Personal Development

At Colyton we enhance the national curriculum for our students and make our curriculum unique. We do this through looking at influential people, developing character, citizenship, SMSC, equality, diversity, confidence & resilience, wellbeing, e-safety, RSE, transitions and British Values within the units of learning that the children study.

In art we do this predominately through studying various artists. These have been chosen specifically with a focus on local artists, more well known artists and artists from BAME groups.

	Autumn	Spring	Summer
Reception	Picasso Keith Haring Orla Kiely	Ana Serrano Yvonne Coomber Wassily Kandinsky	Nick Park - Wallace and Gromit Cathy Harrison Megan Coyle
Year 1	Claude Monet Henri Matisse Alice Bulmer (Local)	William Morris Shelia Hicks Tammy Kanat	Beate Kuhn Noriko Kuresumi Elaine Bolt
Year 2	Van Gogh Frida Kahlo Lauren Pearce	John Macallan Swan Brett Whitley Catherine Raynor	Georgia O'Keeffe Hilma AF Klint Anita Nowinska (Local)
Year 3/4 A	Cave Paintings Blek Le rat Banksy	Alaa Awad Ancient Egyptian Artists	Alex Vick (Local) Van Gogh Pierre August Renoir
Year 3/4 B	Architects John Nash Sir Christopher Wren Charles Barry Renzo Piano Norman Foster Artists Laurence Lowry Clare Caulfield	Alexandros of Antioch Ancient Greek/ Roman Augusta Savage Edmonia Lewis	Henri Rousseau Jane Tomlinson John Dyer
Year 5/6 A	Henry Moore Bill Brandt Albert Giacometti	Roy Lichtenstein Andy Warhol Jean Michel Basquait	Alex Boon (Local) Anna Brewster (Local) Angela Harding
Year 5/6 B	David Hockney Hokusai Nicole Burt (Local)	Anne Atkins Annie Morris Bayeux Tapestry	Leonardo Da Vinci Rembrandt June Leaf Edgar Degas

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AUTUMN	SPRING	SUMMER
YEAR 1/2		
PAINTING/ COLLAGE CRAFT  SEASONS COLLAGE	CRAFT - WEAVING  WEAVING	DRAWING/ SCULPTURE  SEA THEMED CLAY TILES
OVERVIEW		
Making Marks and drawing to show seasons and weather. Colour mixing to make colours and then use the colours to portray different weathers/ seasons. Create a collage from cut out sections of the different experiments based on a season.	Learn about William Morris a British textile designer and Arts and Crafts founder. Focus on weaving and the changes through time of the process and techniques. Compare to modern day textile artists and use their work to inspire woven art work. Experiment with colour, different textiles and design and make a woven piece inspired by the textile art and craft we've looked at.	Use observation drawing and painting inspired by the sea eg. shells, fish etc as inspiration to design and make a clay tile. Experiment with different techniques to mark and mould they could use a combination of printed and 3d features inspired by the ceramic artists we look at.
MATERIALS		
WATERCOLOUR PAINTS CARDBOARD	WOOL	PENCIL CLAY ACRYLIC PAINT
SUBSTANTIVE KNOWLEDGE		
PAINTING I KNOW HOW TO experiment with colour and paintbrush sizes and techniques to create different effects and marks of different thicknesses. I CAN begin to explore watercolour techniques. I KNOW that red, yellow and blue are primary colours and cannot be created through mixing. I CAN use an experiential approach to simple colour mixing to discover secondary colours. Know how to create secondary colours green (yellow + blue), orange (red + yellow) and purple (red + blue) by mixing paint. CRAFT -COLLAGE I KNOW HOW TO. cut multiple shapes and materials with scissors and arrange in a way to create a desired texture or shape. I KNOW HOW TO use glue to select and place the modified materials with clear intentions. EVALUATING I CAN listen to people's views about artwork made by others and feel able to express and share an opinion about the artwork	CRAFT - TEXTILES- WEAVING I CAN experiment with and explore textiles of different colours and textures I CAN learn a to weave using basic techniques on a loom. EVALUATING I CAN talk to a peer or teacher about my work and share what I have enjoyed during the process, the choices I've made and what I like about the end result.	DRAWING HOW TO draw carefully from observation, recording shape and lines with control and accuracy. Begin to create different tones using different grades of pencils. SCULPTURE. I CAN use basic tools and techniques for constructing sculptures and to create different textures, lines and shapes. I KNOW HOW TO handle and manipulate clay to make shapes and impress and apply simple decoration I KNOW HOW TO use a simple clay technique such as slab pieces, and decorate them relief patterns based on observational drawing, PAINTING I CAN choose and paint appropriate colours to finish a product. EVALUATING I CAN share my work with small groups or the class. Listen to others thoughts about my work and share my thoughts about my own work.

DISCIPLINARY KNOWLEDGE

GENERATING IDEAS/ CREATIVE APPROACHES

I CAN explore materials in an open-ended manner developing control and recognise they have different qualities.

I CAN compare pieces of work thinking about the similarities and differences and make links to their own work.

I CAN explore the work of artists, craft makers and designers using it as inspiration for their own work.

SKETCHBOOKS

I CAN use a sketchbook to record and develop my ideas and experiments.

I CAN begin to show the lesson stages; investigating, experimenting and planning in my sketchbook.

I CAN use the work of artists, craft makers and designers in sketchbooks as inspiration for their own work.

ARTISTS / KEY WORK

Claude Monet: Seasons



Henri Matisse:



Alice Bulmer (Local)



William Morris



Shelia Hicks - Mini me



Tammy Kanat: Dreamscape 2020



Bente Kuhn



Nariko Kuresumi



Elaine Balt



AUTUMN	SPRING	SUMMER
YEAR 1/2		
PAINTING/DRAWING  PORTRAITS	DRAWING  TIGERS ILLUSTRATION AND OBSERVATION	SCULPTURE/ PAINTING  FLOWERS
OVERVIEW		
Draw and paint Portraits of people from the past using digital images to aid design. Look and compare the styles and techniques of different artists. Turn portraits into collages using different materials to create backgrounds looking at the styles of Van Gogh, Frida Kahlo and Lauren Pearce.	Draw using a variety of materials and then monoprint looking at both realistic drawing and how this compares to cartoon/illustration. Look at how to simplify images and experiment with mono printing technique. Create a final print that could be used as an illustration for your own version of Augustus and his smile, inspired by the artists that have been explored.	Paint flowers through a combination of still life/ observation drawing and painting pictures inspired by the artists. Use these as inspiration to make 3D flowers (large scale) from wire paper, tissue paper.
MATERIALS		
POSTER PAINTS	CHARCOAL CHALK PENCIL CARBON PAPER	WATERCOLOUR WIRE TISSUE PAPER
SUBSTANTIVE KNOWLEDGE		
DRAWING I CAN begin to know how to draw a portrait with appropriate proportions. I CAN develop observational and experimental drawing skills. PAINTING I KNOW HOW TO create secondary colours green (yellow + blue), orange (red + yellow) and purple (red + blue) by mixing paint. I KNOW THAT I can change the hue of a secondary colour by changing the amount of primary colour used. I CAN begin to use light and dark within painting. EVALUATING Listen to other people's views about artwork made by others and feel able to express and share an opinion about the artwork.	DRAWING Explore mark making and begin to create a range of lines, marks and curves of different thicknesses. Know how to draw carefully from observation, recording shapes, lines and positions with control and accuracy. Use pencil, charcoal and chalk to mark make and to use light and dark within my work. Develop observational and experimental drawing skills. CRAFT - PRINTING I KNOW HOW TO apply pressure to a print to achieve a desired outcome and modify this to improve the quality of the print. I CAN explore simple mono printing techniques using carbon paper. EVALUATING Share my work with small groups or the class. Listen to others thoughts about my work and share my thoughts about my own work.	PAINTING I KNOW HOW TO experiment with colour and paintbrush sizes and techniques to create different effects and marks of different thicknesses. I CAN begin to explore watercolour techniques. I CAN begin using light and dark within painting. SCULPTURE I CAN shape, form and construct models from observation and imagination. I KNOW HOW TO attach materials to a structure. I CAN explore how 2d can become 3d. EVALUATING Talk to a peer or teacher about your work and share what you have enjoyed during the process, the choices you made and what you like about the end result.

DISCIPLINARY KNOWLEDGE:

GENERATING IDEAS AND CREATIVE APPROACHES

I CAN explore materials in an open-ended manner developing control and recognise they have different qualities.

I CAN use materials purposefully to achieve particular characteristics or qualities.

I CAN compare pieces of work thinking about the similarities and differences and make links to their own work.

I CAN explore the work of artists, craft makers and designers using it as inspiration for their own work.

SKETCHBOOKS

I CAN use a sketchbook to record and develop my ideas and experiments.

I CAN begin to show the lesson stages; investigating, experimenting and planning in my sketchbook.

I CAN use the work of artists, craft makers and designers in sketchbooks as inspiration for their own work.

ARTISTS / KEY WORK

Van Gogh



Frida Kahlo (BAME artist)



Lauren Pearce (BAME artist)



John Macallan Swan



Head of a tiger



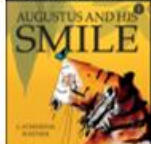
Tiggerin

Brett Whitley



Dogs

Illustrator Catherine Raynor



Georgia O'Keeffe



Oriental Poppies

Hilma AF Klint



Anita Nawinska (Local)
Allure Peony - Big flower Painting



AUTUMN	SPRING	SUMMER
YEAR 3/ 4 A		
DRAWING  CAVE PAINTINGS AND GRAFFITI	SCULPTURE/ PAINTING  ANCIENT EGYPT	DRAWING/PAINTING/TYPOGRAPHY  LANDSCAPES/SEASCAPES
OVERVIEW		
Learning about the first art through cave paintings and then comparing to the <u>modern-day</u> wall art of graffiti. The children should think about the purpose of the art, the story behind it, the meaning of it or the message that it is giving. Create art based on cave paintings or graffiti.	Look at the Egyptian wall art, hieroglyphics, sarcophagi and death masks for inspiration as well as Egyptian artist <u>Ahmed Awad</u>. Design and make a sarcophagus/ head mask using cardboard and papier-mache, decorate with quality Egyptian style paintings.	Look at seascapes and landscapes of famous impressionist painters and local artists. Inspired by Alex Vick, use typography to develop the meaning behind the picture. Make their own acrylic painted picture of a local landscape or seascape in an impressionist style and add to it using collage of typography. Think about the type of typography they will use in their art as well as the words they will use. Look at different styles of typography and think about the appropriate use of wording. Could be either complimentary to the scene or raise questions e.g. around pollution in the sea?
MATERIALS		
CHARCOAL PASTELS CHALKS	CARBOARD PAPIER MACHE ACRYLIC PAINT	ACRYLIC PAINT COLLAGE TYPOGRAPHY MATERIALS
SUBSTANTIVE KNOWLEDGE		
DRAWING I KNOW HOW TO use intricate patterns/marks and explore different techniques (shading/hatching) with a variety of drawing materials and know how these different techniques create different effects. I KNOW HOW TO use line, shape, texture, colour and pattern in drawing. I CAN use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in observational drawing and experimental drawing. CRAFT – STENCILLING I CAN Print or stencil simple pictures resulting in a clean print. I KNOW HOW TO mix media and layer different media. EVALUATING I CAN talk to a peer or teacher about the artwork made. Discuss successes and problems which came up and how they were solved. Think about what you might try next time.	SCULPTURE I CAN confidently shape, form and construct models using joining techniques. I CAN use papier mache to strengthen the form and shape of a sculpture. PAINTING I CAN demonstrate increasing control and confidence with the types of marks made and showing experimentation in colour, texture, pattern, line and shape. EVALUATING I CAN take photos of work made so that a record can be kept and confidentially reflect on the parts of your work that you thought went well and areas you would do differently. I CAN reflect regularly upon their work, throughout the creative process and record this.	DRAWING I KNOW HOW TO have an awareness of composition, scale and proportion for landscapes. PAINTING I CAN explore the techniques and use of acrylic paint. I CAN demonstrate increasing control and confidence with the types of marks made and showing experimentation in colour, texture, pattern, line and shape. I CAN independently mix primary and secondary colours and explore making tertiary colours, mixing colours and shades with increasing confidence. I CAN use light and dark within painting and show understanding of complementary colours. CRAFT I CAN understand what typography is and use it in my work. EVALUATING I CAN reflect on how you were inspired by an artist or artists.

DISCIPLINARY KNOWLEDGE:

GENERATING IDEAS AND CREATIVE APPROACHES

I CAN develop practical skills by selecting, experimenting and using a variety of materials and techniques in order to create my own work.

I CAN feel empowered to begin to undertake my own exploration.

I CAN apply technical skills to improve quality of my work, combined with beginning to listen and trust "instinct" to help me make choices.

I CAN compare pieces of work thinking about the similarities and differences and confidently make links to my own work.

I CAN explore the work of artists, craft makers, architects and designers and be inspired to begin to follow my own exploration.

SKETCHBOOKS

I KNOW HOW TO use a sketchbook to research and record my ideas and experiments to then inform my final composition.

I CAN see the stages investigating, experimenting, planning, making and evaluating shown in my sketchbook.

I CAN use the work of artists, craft makers and designers in my sketchbook, confidently use it as inspiration for my own work, begin to make links between pieces of work.

ARTISTS / KEYWORK

Cave paintings



Banksy



Blek Le Rat - Warrior



Alan Awad (BAME Artist) - Nut of Denra Temple



Unknown artists from Ancient Egypt



Van Gogh- Seascape at Saintes Marie de la mer



Van Gogh- Starry Night



Pierre-Auguste Renoir- Seascape: River Landscape 1890



Alex Vick (Local) King of the Jungle- Beer



AUTUMN	SPRING	SUMMER
YEAR 3 / 4 B		
DRAWING /PAINTING  CITYSCAPES AND ARCHITECTURE	SCULPTURE/ DRAWING  CLAY BUSTS	PAINTING/ DRAWING  RAINFORESTS
OVERVIEW		
Look at Art from around the time of the Industrial Revolution and how it was inspired by the rise of factories and industrial life (cityscapes). Look at London and some of the architecture there and draw using the historic and modern artists as inspiration for creating modern cityscapes. Create their own cityscape of London in the style of Clare Caulfield.	Look at the Art/Sculpture of the Greeks and Romans. Draw and experiment with imagery of sculptures and compare to a modern-day sculpture. Consider the historical impact of the different sculptors and the similarities and differences between them. Design and create a face/bust of themselves inspired by the work they have looked at.	Look at and experiment with the works of the 3 artists and compare their styles. Look closely at different animals and plants you would find in the rainforest and draw them. Design a rainforest scene inspired by the artists they have learnt about and create it using acrylic paint.
MATERIALS		
PENCIL GRADED PEN WATERCOLOUR PENCILS WATERCOLOUR	PENCILS - GRADED CLAY	PENCIL ACRYLIC PAINT
SUBSTANTIVE KNOWLEDGE		
DRAWING I KNOW HOW TO have an awareness of composition, scale and proportion for cityscapes. I KNOW HOW TO use intricate patterns/marks and explore different techniques (shading/hatching) with a variety of drawing materials and know how these different techniques create different effects. I CAN use my growing technical skill and knowledge of different drawing materials, combined with increasing confidence in observational drawing and experimental drawing. I KNOW HOW TO use line, shape, texture, colour and pattern in drawing. I KNOW HOW TO mix media and layer different media. PAINTING I CAN develop my understanding of the use of watercolour techniques. EVALUATING I CAN in a group present my work and discuss the process I went through to get to the final piece.	DRAWING I KNOW HOW TO have an awareness of composition, scale and proportion for facial features. I CAN use my growing technical skill and knowledge of different drawing materials, combined with increasing confidence in observational drawing and experimental drawing. SCULPTURE I KNOW HOW TO manipulate clay to create a 3D sculpture using pinching, slabbing and coiling. I KNOW HOW TO use a range of clay carving tools to carve, smooth and create more intricate surface decorations. I CAN make a slip to join two pieces of clay. I CAN work with clay or plasticine to create quick 3d figurative sketches from life or imagination. EVALUATING I CAN reflect regularly upon my work, throughout the creative process and record this. I CAN take photos of work made so that a record can be kept and confidentially reflect on the parts of your work that you thought went well and areas you would do differently.	DRAWING I CAN use my growing technical skill and knowledge of different drawing materials, combined with increasing confidence in observational drawing and experimental drawing. PAINTING I CAN explore the techniques and use of acrylic paint. I CAN demonstrate increasing control and confidence with the types of marks made and showing experimentation in colour, texture, pattern, line and shape. I CAN independently mix primary and secondary colours and explore making tertiary colours, mixing colours and shades with increasing confidence. I CAN use light and dark within painting and show understanding of complimentary colours. EVALUATING I CAN talk to a peer or teacher about the artwork made. Discuss successes and problems which came up and how they were solved. Think about what you might try next time.

DISCIPLINARY KNOWLEDGE:

GENERATING IDEAS AND CREATIVE APPROACHES

I CAN develop practical skills by selecting, experimenting and using a variety of materials and techniques in order to create my own work.

I CAN feel empowered to begin to undertake my own exploration.

I CAN apply technical skills to improve quality of my work, combined with beginning to listen and trust "instinct" to help me make choices.

I CAN compare pieces of work thinking about the similarities and differences and confidently make links to my own work.

I CAN explore the work of artists, craft makers, architects and designers and be inspired to begin to follow my own exploration.

SKETCHBOOKS

I KNOW HOW TO use a sketchbook to research and record my ideas and experiments to then inform my final composition.

I CAN see the stages investigating, experimenting, planning, making and evaluating shown in my sketchbook.

I CAN use the work of artists, craft makers and designers in my sketchbook, confidently use it as inspiration for my own work, begin to make links between pieces of work.

ARTISTS/KEYWORK

Architects:

Jahn Nash - Buckingham palace and Regent street

Sir Christopher Wren - St Paul's Cathedral

Charles Barry- The Houses of Parliament

Renzo Piano - The Shard

Norman Foster - The Gherkin

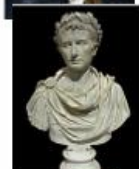
L.S. Lowry (Laurence Stephen Lowry)
Industrial Scene



Clare Caulfield



Alexandras of Antioch -
Venus De Milo



Unknown Artist: Augustus



Augusta Savage (BAME
Artist)- Portrait of John
Henry



Edmonia Lewis (BAME Artist)

Henri Rousseau - Jungle Art



Jane Tamlinson -Rainforest birds



John Dyer - Amazon Rainforest
Paintings



AUTUMN	SPRING	SUMMER
YEAR 5 / 6 A		
SCULPTURE/DRAWING  WIRE AND MODROC SCULPTURE	PAINTING / PRINTING  POP ART PORTRAITS	DRAWING  BRITISH WILDLIFE /NATURE
OVERVIEW		
Study of the work of Bill Brandt and Henry Moore during the Blitz. Look at how Brandt photographed the scenes and how Moore recorded them by drawing using a variety of media. The children should think about and compare how both artists captured the emotions in their work and make their own 2d drawings inspired by these artists. Then use these 2D drawings as inspiration and look at the sculptures of Moore, Albert Giacometti and Anni Buckland to inspire a blitz style sculpture using wire and Modroc.	A study of American Art -Pop artists Warhol and Lichtenstein and Neo-Expressionist painter Jean Michel Basquiat. Looking at the simplification of portraits for cartoon style (Lichtenstein) or printed reproductions of images (Warhol) could be combined with layers of other art work (Basquiat) through collaboration like Basquiat and Warhol. Basquiat and Warhol were close friends and worked together combining their art methods. Use painting and printing methods to layer prints and add detail.	Investigate the work of local artists Alex Baan and Anna Brewster and illustrator Angela Harding. Focus on the theme of British wildlife and nature and how each has a different style of capturing this through drawing. Be inspired by these artists to create their own drawing.
MATERIALS		
CHARCOAL PASTELS PENCILS CHALK MODROC WIRE	ACRYLIC	PENCIL PEN INKS WATER COLOUR
SUBSTANTIVE KNOWLEDGE		
Drawing I CAN work from a variety of sources, including observation and digital images. I CAN be confident with a variety of materials and make purposeful choices for effect. Sculpture I KNOW HOW TO use wire and Modroc to create a sculpture. I CAN confidently construct a sculpture thinking about line, form, shape and space. I CAN think creatively about how to finish a sculpture and the impact of the piece to an audience. Evaluating I CAN discuss the purpose of my art and how it fits historically and culturally.	Painting: I CAN confidently control the types of marks made and independently experiment with different effects in colour, texture, pattern, line and <u>shape</u>. I CAN mix colours and shade with confidence, build on previous knowledge and begin to be able to colour match with some accuracy. I KNOW HOW TO work in a sustained and independent way to develop their own style of painting. This may be through the development of: colour, tone and shade. I CAN be confident at using a range of paints and the differing techniques. Evaluating I CAN share my work with others giving a detailed evaluation of the processes, skills and the final outcome.	Drawing I CAN work from a variety of sources, including observation and digital images. I CAN be confident at using a range of drawing techniques exploring pattern, texture, line, shape, form and space. I CAN follow a series of guided drawing activities which each offer pupils an opportunity to make their own individual creative response. I CAN draw for a sustained period of time. Evaluating I CAN share how other artists/artwork inspired me and how my work fits into larger context.

DISCIPLINARY KNOWLEDGE:

GENERATING IDEAS / CREATIVE PROCESSES

investigate and explore materials, beginning to lead their own search for new experiences

Refine technical and craft skills to improve mastery of materials and techniques

Confidently follow intuition and instinct during the making process, making confident creative choices

Independently select and effectively use relevant processes to create successful and finished work

Confidently explore and experiment with the works of other artists, craft makers, architects and designers and be confident to follow their own journey.

Confidently compare and contrast pieces of work and analyse how their own work is being inspired

SKETCHBOOKS

Having a strong sense of ownership of their sketchbook

See an individual learning process in their sketchbook as they follow their own journey.

See the stages investigating, experimenting, planning, making and evaluating shown in their sketchbooks

Use the work of artists, craft makers and designers in sketchbooks confidently use it as inspiration for their own work and make links between pieces of work

KEY ARTISTS/ WORK

Bill Brandt



Henry Moore
Underground drawings and sculptures



Albert Giacometti



Ani Buckland (Local Artist)



Ray Lichtenstein



Andy Warhol



Jean - Michel Basquiat (BAME Artist)



Alex Baan



Anna Brewster



Angela Harding



AUTUMN	SPRING	SUMMER
Year 5 / 6 B		
PRINTING /PAINTING 	TEXTILE ART 	DRAWING 
OVERVIEW		
Look closely at the landscapes of Hackney explore his colour and simplified style. Compare this to the prints of Hokusai and try out some different printing techniques. Think about how to simplify landscapes or seascapes for printing using photographs and explore Hackney's iPad drawings. Look at local artist Nicole Burt's Lino printing and experiment with lino. Design and cut a lino for printing based on Extreme Earth.	Look at the book 'The Bluest of Blues' use light to print cyanotypes as inspiration. Then look further at Atkins drawings of shells and nature and make observation drawings. Then use your prints and drawings to inspire a textile piece using embroidery.	Study the human form in drawing. Look closely at the works of Leonardo Da Vinci, Rembrandt, June Leaf and Degas. Explore the drawing skills thinking about line, tone, shape, form and texture. Explore different ways of drawing eg continuous line, movement drawings. Create a detail drawing in their own chosen material of part or all of the human form.
MATERIALS		
LINO PRINTING INK	EMBROIDERY SILKS BEADS PAINTS (IF DESIRED)	PEN PENCIL CHARCOAL PASTELS GRAPHITE
SUBSTANTIVE KNOWLEDGE		
Painting I CAN explore painting landscapes and consider composition and proportion. Printing I CAN use tools in a safe and respectful manner. I CAN carve my own print from lino. I CAN achieve a successful print from my lino. Evaluating I CAN ask questions about process, technique, idea or outcome and review how successful the process was.	Drawing I CAN work from a variety of sources, including observation and digital images. I CAN be confident at using a range of drawing techniques using, line, shape and form. SEWING I CAN sew using different stitches. I CAN use a number of different stitches creatively to produce different patterns and textures. I CAN use tools in a safe and respectful manner. Evaluating I CAN review new techniques and explore what went well and what I would improve next time.	I CAN be confident with a variety of materials and make purposeful choices for effect. I CAN develop close observation drawing skills of the human form in my own style. I CAN be confident at using a range of drawing techniques exploring pattern, texture, line, shape, form and space including hatching, shading, tone and texture and focusing on shading to create light and shadow where appropriate. I CAN be confident with composition and scale. Evaluating I CAN provide a reasoned evaluation of both my own work and professionals work which take into account starting points, intentions and contexts.

DISCIPLINARY KNOWLEDGE

GENERATING IDEAS / CREATIVE PROCESSES

investigate and explore materials, beginning to lead their own search for new experiences

Refine technical and craft skills to improve mastery of materials and techniques

Confidently follow intuition and instinct during the making process, making confident creative choices

Independently select and effectively use relevant processes to create successful and finished work

Confidently explore and experiment with the works of other artists, craft makers, architects and designers and be confident to follow their own journey.

Confidently compare and contrast pieces of work and analyse how their own work is being inspired.

SKETCHBOOKS

Having a strong sense of ownership of their sketchbook

See an individual learning process in their sketchbook as they follow their own journey.

See the stages investigating, experimenting, planning, making and evaluating shown in their sketchbooks

Use the work of artists, craft makers and designers in sketchbooks confidently use it as inspiration for their own work and make links between pieces of work

ARTISTS/WORK

David Hackney

Small Santa Monica and the Bay from the Mountains



Hackney's iPad Art: The Yosemite Suites 29
iPad drawings - David Hackney



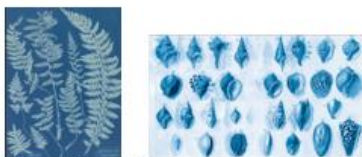
The Great Wave off Kanagawa - Katsushika
Hokusai 1831



Nicole Burt: Motherlands and in the Shade of
the Cherry Blossam (Local artist)



Anna Atkins - The Bluest of blue book



Annie Morris (local artist)



Bayeux Tapestry



Leonardo Da Vinci on the Human Body -
Anatomy - Drawings and Mona Lisa



Rembrandt: Drawings of people



June Leaf



Head - June Leaf
Edgar Degas Drawings - Movement in
drawings of dancer



Other anatomical drawings include- Van
Gogh hand drawings, Henry Moore Hand
drawings,
MC Escher

Implementation:

1. EYES
2. Long Term Overview
3. Personal Development
4. Knowledge and Skills Progression - Colyton
5. Knowledge and Skills Progression - by area
6. Lesson Design
7. Inclusion
8. Impact



Skills Progression:

Art Skills Progression			
Generating ideas/ creative approaches			
Reception	Year 1/2	Year 3/4	Year 5/6
Experiment with different materials Begin to learn about artists and use specific pieces of work to inspire their own art work.	Explore materials in an open-ended manner developing control and recognise they have different qualities. Use materials purposefully to achieve particular characteristics or qualities. Compare pieces of work thinking about the similarities and differences and make links to their own work. Explore the work of artists, craft makers and designers using it as inspiration for their own work.	Develop practical skills by selecting, experimenting and using a variety of materials and techniques in order to create their own work. Feel empowered to begin to undertake their own exploration. Apply technical skills to improve quality of work, combined with beginning to listen and trust "instinct" to help make choices. Compare pieces of work thinking about the similarities and differences and confidently make links to their own work. Explore the work of artists, craft makers, architects and designers and be inspired to begin to follow their own exploration.	Confidently investigate and explore materials, beginning to lead their own search for new experiences. Refine technical and craft skills to improve mastery of materials and techniques. Confidently follow intuition and instinct during the making process, making confident creative choices. Independently select and effectively use relevant processes to create successful and finished work. Confidently explore and experiment with the works of other artists, craft makers, architects and designers and be confident to follow their own journey. Confidently compare and contrast pieces of work and analyse how their own work is being inspired.
Sketchbooks			
Reception	Year 1/2	Year 3/4	Year 5/6
Use a sketchbook to record and develop my ideas and experiments. Use the work of artists, craft makers and designers in sketchbooks as inspiration for their own work.	Use a sketchbook to record their develop ideas and experiments. Begin to show the lesson stages; investigating, experimenting and planning in their sketchbooks. Use the work of artists, craft makers and designers in sketchbooks as inspiration for their own work.	Know how to use a sketchbook to research and record their ideas and experiments to then inform their final composition. See the stages investigating, experimenting, planning, making and evaluating shown in their sketchbooks. Use the work of artists, craft makers and designers in sketchbooks confidently use it as inspiration for their own work, begin to make links between pieces of work.	Having a strong sense of ownership of their sketchbook. See an individual learning process in their sketchbook as they follow their own journey. See the stages investigating, experimenting, planning, making and evaluating shown in their sketchbooks. Use the work of artists, craft makers and designers in sketchbooks confidently use it as inspiration for their own work and make links between pieces of work.
Drawing			
Reception	Year 1/2	Year 3/4	Year 5/6
Begin To use and control a variety of drawing tools. Explore mark making and start to produce different marks from observations and imagination. Begin to draw a face and body from observation.	Explore mark making and begin to create a range of lines, marks and curves of different thicknesses. Know how to draw carefully from observation, recording shapes and lines with control and accuracy. Begin to create different tones using different grades of pencils. Begin to know how to draw a portrait with appropriate proportions. Develop observational and experimental drawing skills. Use pencil, charcoal and chalk to mark make and to use light and dark within my work.	Use intricate patterns/marks and explore different techniques (shading/hatching) with a variety of drawing materials and know how these different techniques create different effects. Know how to use line, shape, texture, colour and pattern in drawing. Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in observational drawing and experimental drawing. Know how to have an awareness of composition, scale and proportion for facial features and landscapes/ cityscapes.	Be confident with a variety of materials and make purposeful choices for effect. Develop close observation drawing skills of animals/ nature in their own style. Be confident at using a range of drawing techniques exploring pattern, texture, line, shape, form and space including hatching, shading, tone and texture and focusing on shading to create light and shadow where appropriate. Be confident with composition and scale. Work from a variety of sources, including observation, photographs and digital images. Follow a series of guided activities which each offer pupils an opportunity to make their own individual creative response. Draw for a sustained period of time.

Implementation:

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Skills Progression:

Painting			
Reception	Year 1/2	Year 3/4	Year 5/6
Enjoy using a variety of painting tools (brushes, sponge, fingers, twigs). Recognise and name the primary colours and match colours to different objects.	Begin to explore watercolour techniques. Know how to experiment with colour and paintbrush sizes and techniques to create different effects and marks of different thicknesses. Know that red, yellow and blue are primary colours and cannot be created through mixing. Know how to create secondary colours: green (yellow + blue), orange (red + yellow) and purple (red + blue) by mixing paint. I can change the hue of a secondary colour by changing the amount of primary colour used. Begin to use light and dark within painting. Choose and paint appropriate colours to finish a product.	Demonstrate increasing control and confidence with the types of marks made and showing experimentation in colour, texture, pattern, line and shape. Independently mix their primary and secondary colours and explore making tertiary colours, mixing colours and shades with increasing confidence. Using light and dark within painting and show understanding of complementary colours. Explore the techniques and use of acrylic paint. I can develop my understanding of the use of watercolour techniques.	Confidently control the types of marks made and independently experiment with different effects in colour, texture, pattern, line and shape. Mix colours and shade with confidence, build on previous knowledge and begin to be able to colour match with some accuracy. Know how to work in a sustained and independent way to develop their own style of painting. This may be through the development of: colour, tone and shade. Be confident at using a range of paints and the differing techniques. Explore painting landscapes and consider composition and proportion.
Sculpture			
Reception	Year 1/2	Year 3/4	Year 5/6
Use simple tools safely and with control. Shape and mould pieces of plasticine. Use tools to create textures and add details. Design and build a sculpture using a variety of objects. Safely use appropriate tools and techniques to shape, assemble and join materials.	Use basic tools and techniques for constructing sculptures and to create different textures, lines and shapes. Know how to handle and manipulate clay to make shapes and impress and apply simple decoration. Explore a simple clay technique such as slab pieces, and decorate them relief patterns based on observational drawing. Explore how 2d can become 3d. Know how to attach materials to a structure. Shape, form and construct models from observation and imagination.	Know how to manipulate clay to create a 3D sculpture using pinching, slabbing and coiling. Know how to use a range of clay carving tools to carve, smooth and create more intricate surface decorations. Make a slip to join two pieces of clay. Work with clay or plasticine to create quick 3d figurative sketches from life or imagination. Confidently shape, form and construct models using joining techniques. Use papier mâché to strengthen the form and shape of a sculpture.	Know how to use wire and Modroc to create a sculpture. Confidently construct a sculpture thinking about line, form, shape and space. Think creatively about how to finish a sculpture and the impact of the piece to an audience.

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Skills Progression:

CRAFT			
Reception	Year 1/2	Year 3/4	Year 5/6
Use materials to create different textures.	Know how to cut multiple shapes and materials with scissors and arrange in a way to create a desired texture or shape.	Print or stencil simple pictures resulting in a clean print.	Use tools in a safe and respectful manner.
Use scissors to safely cut different materials.	Know how to use glue to select and place the modified materials with clear intentions.	I know how to mix media and layer different media.	Sew using different stitches.
Join materials together using glue.	Experiment with and explore textures of different colours and textures.	I understand what typography is and use it in my work.	Use a number of different stitches creatively to produce different patterns and textures.
Create simple prints with a range of materials.	Learn a to weave using basic techniques on a loom.		
Design and create simple patterns from printing objects.	Know how to apply pressure to a print to achieve a desired outcome and modify this to improve the quality of the print.		
	Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills.		
Evaluation			
Reception	Year 1/ 2	Year 3/4	Year 5/6
Share their work as a group and talk about what they have enjoyed and what they liked about the process or outcome.	Listen to other people's views about artwork made by others and feel able to express and share an opinion about the artwork.	Talk to a peer or teacher about the artwork made. Discuss successes and problems which came up and how they were solved. Think about what you might try next time.	Ask questions about process, technique, idea or outcome and review how successful the process was.
	Share my work with small groups or the class. Listen to others thoughts about my work and share my thoughts about my own work.	Reflect regularly upon their work, throughout the creative process and record this.	I CAN provide a reasoned evaluation of both my own work and professionals work which consider starting points, intentions and contexts.
	Talk to a peer or teacher about your work and share what you have enjoyed during the process, the choices you made and what you like about the end result.	In a group present your work and discuss the process you went through to get to the final piece.	Discuss the purpose of my art and how it fits historically and culturally.
		Reflect on how you were inspired by an artists or artists.	Review new techniques and explore what went well and what I would improve next time.
		Take photos of work made so that a record can be kept and confidentially reflect on the parts of your work that you thought went well and areas you would do differently.	Share how other artists/artwork inspired me and how my work fits into larger context.
			Share my work with others giving a detailed evaluation of the processes, skills and the final outcome.

Implementation:



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Lesson Design (including use of sketch books):

Implementation -

The Colyton Primary long term programme and progression plan for art is based on the curriculum provided by Access Art and Gomersal Primary. Access Art is a creative community to support visual arts teaching & learning. They provide ideas and resources which have been created by artist-educators to offer a rich art education for pupils. It is up to class teachers to assess on an individual or school basis if the resources or tasks might best be adapted to suit the needs of specific classes, and they are encouraged to discuss this with the art subject leader to ensure the integrity of the progression plan is not affected.

Sequences of learning will include focused time for children to generate ideas, including through learning about the work of different artists. These artists are chosen to reflect artistic movements over time and across the world.

Investigate

Investigate different artists, craft makers, designers and architects compare and contrast their work. Raise questions from their work and use it to inspire their own ideas and work. Connect this understanding to history of art, genres of art, culture and society. Make links to personal development and enrichment where appropriate.

Experiment

Try out different techniques, media and styles use materials to practice and try creating with attention to the key areas of colour, pattern, texture, line, shape, form and space. Reflect on experiments thinking about likes, dislikes, success, improvements and link back to artists.

Plan

Plan their own work, reflect on their decisions and influences, let children follow their own ideas and inspiration and avoid being overly prescriptive about what a final piece should look like. Practice any key skills or ideas further to improve technique.

Make

Have time to be fully immersed in their final piece. Use all the skills they have practiced.

Evaluate

Reflect on the process, their final piece and how they feel about it. Encourage deep thinking and analysis of both their own work and how they have taken inspiration from others.

The use of sketchbooks will be integrated in our teaching of art and within this, teachers should feel able to model sketchbook use alongside pupils and let pupils discover and share for themselves. As they move through the school, art teaching should enable pupils to build confidence in their own ideas. Within the making phase of a sequence, teachers will balance time to carefully model a technique, with plenty of time for pupils to enjoy open-ended exploration, and project-based learning. They should also have the confidence to celebrate places where pupils diverge from the task (as being signs that they are owning their learning). Lessons will be designed to enable children to develop their evaluation skills, of their own work, of the work of their classmates and the work of professional artists. We will try to ensure that evaluation activities take place throughout projects, rather than just at the end, so that they benefit and shape the creative process.

Implementation:

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Possible struggle or challenge	Scaffold or support to consider
Difficulties with language/vocabulary	- Provide a word bank related to the artistic method or piece of artwork. This could be provided before the start of the unit, as pre-teaching, or built up cumulatively throughout the sequence of lessons. - Word banks for KS2 created to stick in the inside of their sketchbooks to relate to when making annotations. - Provide sentence stems/questioning prompts for argue/discussion tasks to structure evaluations and annotations. - Opportunities to talk within mixed ability pairings. - Scribing quotes to record a child's thoughts and feelings. Videating themselves talking about an art project (QR code in sketchbook?)
Difficulties with fine motor skills	- Children to be provided with appropriate tools- grips can be added to crayons, paint brushes, charcoal etc. - Triangular shaped brushes and pencils to be used. - If writing is hard for the child, opportunities to assess their work by recording their voice (and then using a QR code) to be made available. - Scaffolding to be used appropriately, e.g. adult to help with certain tasks and guide the child. - Pre-teaching of techniques.
Difficulties with engagement, resilience and self-esteem	- Children to be taught not to 'start again' but to reflect on their work and annotate- what would they like to change? Any work a child sees as a 'mistake', see if the child can cut up the bits they want to use, paint over certain aspects, rip it up and use it as a collage, enlarge on a photocopier and zoom in to their favourite part to keep etc. This teaches them to be reflective and appreciate their good work. - Sit alongside the child and work with them, talking through what you are doing for them to see and learn. Let them see you make a mistake and how you would move on from this. - Allow them more time to explore- this could be through pre-teaching or any free time. This will help build their confidence.
Sensory difficulties (including visual impairment, sensory processing disorder)	- Use verbal and physical prompts, rather than visual and gestural ones. - Use tactile materials: just because a child may not be able to see their art, doesn't mean they can't enjoy the process of using paint and making brushstrokes on paper. - Consider adapting the art project. You could have students with visual impairments create a three-dimensional interpretation of a two-dimensional art project your sighted students are doing. Using materials such as Wiki-Stix, scented crayons or makers or stencils can help students to orient themselves to their project.

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Impact:

Our approach to assessing the impact of our art curriculum is in line with the Access Art belief: "Creativity is a fragile process that is hard to measure and assess and should always be nurtured and supported". Teachers should consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils.

To support teachers, the following age-appropriate questions are offered:

<u>Year 1:</u> • Tell me about what you are making • What might you do next? • Tell me about what you have made	<u>Year 2:</u> • Tell me about that you are making • What might you do next? • Which materials might you use? • What have you discovered? • Tell me about what you have made • What would you like to explore more of?
<u>Year 3/4:</u> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What would you like to explore more of?	<u>Year 5/6:</u> • Tell me about that you are making and what inspired you • What might you do next? • Tell me about the materials and techniques you are using • What have you discovered? • How do you feel about the end result? • What kinds of problems did you encounter and how did you get round them? • Tell me about things you really liked or enjoyed • What is the potential of what you have done?