Art & Design



Subject Overview

Limitless Dreams Endless Opportunities

Art & Design curriculum intent

Through our Art & Design curriculum, we aspire to involve, motivate and challenge pupils creatively; providing them with the necessary knowledge and skills to explore, invent and create their own unique works of art, craft and design. As pupils move through school, they will hone their analytical skills and deepen their knowledge and understanding of art and design; forming their own judgements and perspectives from what is taught. We intend for children to learn how art and design not only reflect, but also influence our past; and the role art plays in shaping the culture, imagination and prosperity of the UK.

Through our study of Art and Design, we aim 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

Implementation

Curriculum structure & sequencing
Our curriculum is progressively sequenced so that core skills relating to drawing colour and sculpture are developed over time. Interwoven within are wider skills such as textile art, painting and pastel work. We aim for children to build on key skills and apply them to new media and techniques term after term and year after year.

Content & concepts
We study not just techniques, but artists also and have deliberately selected a wide ranging and diverse set of artists to study in order to compliment our culture and the values we wish to achieve at Boughton Heath. We study local artists, those from further afield, famous and not so famous individuals as we wish the focus to be on the creativity of the media as opposed to the infamy of the name.

Enrichment and personal development:
We adorn our school walls with our creations and showcase our artists talents wherever possible to evidence learning. We carry out whole school projects throughout each class, creating individual and group artworks to convey meaning. We supplement this through additional enrichment activities such as visits from artists, extra curricular art clubs and school trips with an arts focus.

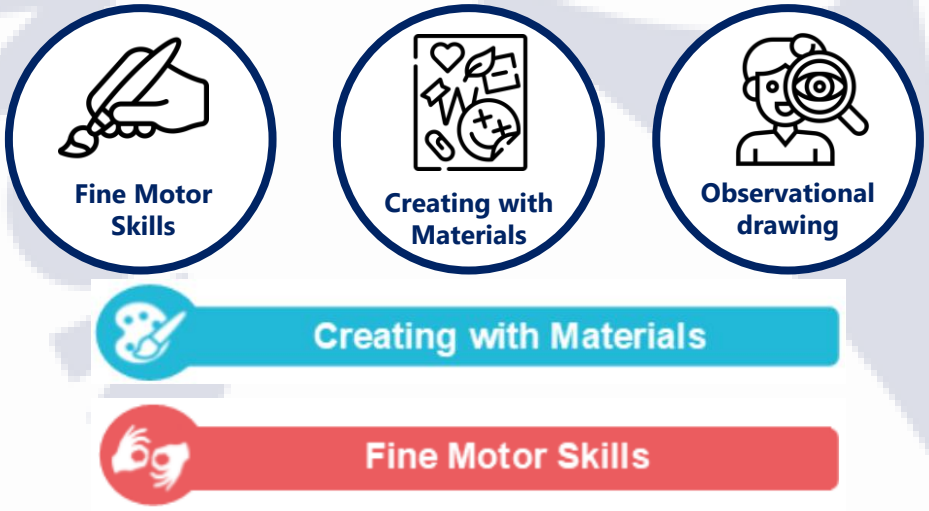
Assessment and next steps
We appreciate children will have a wide range of artistic skills and as such we encourage individual development within each child. All children have sketchbook which moves throughout school with them, in which they practice and apply artistic skills. We do not assess solely on end pieces within art, and such sketchbook skill work is used to ascertain a child's grasp of the core skills being taught. Key to assessment is also meaning and justification behind the piece. Building on children's oracy, we place great value in forming assessments from children's ability to critique their own artistic work, articulating and justifying their own application of methods taught against a brief.

Art & Design in the Early Years Foundation Stage

Art & Design in the Early Years Foundation Stage (EYFS) is an integral part of expressive arts and design, one of the seven key areas of learning outlined in the EYFS framework and supported by the non-statutory guidance provided by Development Matters. Art & Design strands are set out in the early learning goal of 'Creating with Materials'.

At Manor Park, we encourage young learners to begin to foster the development of children's artistic and cultural awareness while nurturing their imagination and creativity. It is imperative that young children are offered consistent opportunities to engage with the arts, encouraging them to explore and experiment with a diverse range of media and materials. By providing a rich and varied exposure to artistic experiences, including what they see, hear, and participate in, we enable children to deepen their understanding, enhance their self-expression, expand their vocabulary, and refine their ability to communicate through the arts.

Development Matters guides educators to ensure the frequency, repetition, and depth of artistic experiences are fundamental to children's progress in interpreting, appreciating, and responding to the creative world around them. This ensures that children are well-prepared to embark on a lifelong journey of art & design.



Expressive Arts and Design – Development Matters

Children in Reception will be learning to:

a) Explore, use and refine a variety of artistic effects to express their ideas and feelings.
b) Return to and build on their previous learning, refining ideas and developing their ability to represent them.
c) Create collaboratively, sharing ideas, resources and skills.

Physical Development: Fine Motor Skills – Development Matters

Children in Reception will be learning to:

a) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Expressive Arts and Design – Early Learning Goals

1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
2. Share their creations, explaining the process they have used;
3. Make use of props and materials when role playing characters in narratives and stories.

Physical Development: Fine Motor Skills – Early Learning Goals

1. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases,
2. 2. Use a range of small tools, including scissors, paint brushes and cutlery ;
3. 3. Begin to show accuracy and care when drawing.

Inclusion within Art & Design

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within Art & Design. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Same intent, adapted implementation



Visual aids, word banks and modelling to demonstrate to and support learners.



Make regular references to relevant language throughout the lesson using tools such as working and display walls.



Use frames / adhesives to hold children's work and keep it steady. Use of large materials to assist with fine motor skill development.



Where necessary, provide pre teaching opportunities to hear vocabulary and develop conceptual understanding prior to the lesson. Plan lessons well and break techniques into small steps.



Encourage freedom of creativity and use of a wide range of media and materials to find children's preferred methods and develop wider skills

Manor Park Primary School Curriculum Road Map – Art and Design

Year R

- Fine Motor Skills
- Creating with Materials
- Observational drawing

EAD – Creating with Materials

PD – Fine Motor Skills

Year 1

- Colour & textile Henri Matisse
- Colour & painting Peter Blake
- Painting Van Gogh

Year 2

- Drawing Steven Wiltshire
- Colour & painting Paul Klee
- Sculpture Steven Broadbent

Year 3

- Drawing Freida McKitrick
- Colour & textile Sandra Hepworth
- Sculpture Barbara Hepworh

Year 4

- Drawing Amedeo Modigliani
- Colour & Textile Andy Warhol
- Sculpture Elizabeth Frink

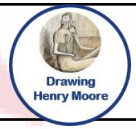
Year 5

- Colour & textile Henri Rousseau
- Drawing Grant Wood
- Sculpture Rachel Whiteread

Year 6

- Drawing Henry Moore
- Colour Frida Kahlo
- Sculpture Louise Bourgeois

Art & Design Endpoints

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						
To combine shape and colour freely to create personal art.	To create an observation line drawing of an animal.	To create a landscape drawing of a building / skyline with varied patterns and textures.	To combine different pencils and inks to experiment with light and dark when drawing an iconic building / skyline.	To combine effect of light, shade and colour to create a realistic portrait drawing.	To use light, shade, colour and texture to create an accurate portrait picture	To combine light, shade, tones and texture to create a realistic portrait picture with perspective.
						
To mould, shape and join items together to sculpt personal art.	To combine colours to create a piece of Pop Art linked to The Beatles.	To combine colours, shapes and positioning to create a piece of cubism inspired artwork.	To mix various colours, textures and fabrics to create a piece of textile art in the style of Sandra Hepworth.	To combine and apply artistic techniques, skills and materials used by Pop Artists such as Andy Warhol to create a custom piece of pop art.	To source, shape and combine varied waste materials to create a piece of artwork demonstrating tone and meaning.	To express feelings by creating a piece of artwork combing colour, textiles, shape and tone to create a Mola inspired piece of artwork.
						
To transfer colour and material from one surface to another to create personal art.	To mould and combine varied materials to create a piece of jewellery which can be worn.	To mould, combine and sculpt varied materials to create a piece of sculpture art inspired by the work of Steven Broadbent.	To combine and apply artistic techniques, skills and materials used by the Ancient Egyptians to create a piece of traditional Egyptian art.	To combine and apply artistic techniques, skills and materials used by the Romans to create a face pot reminiscent of those of Ancient Rome.	Plan, design and make a sculpture in the style of Ivan Toth Depena, articulating choices of colour, shape and design to convey meaning.	Plan, design and make a sculpture in the style of the Mayan civilisation, combine and apply artistic techniques, skills and materials used at the time.

Art - Progression of Skills

Art progression of skills 2023 – 24

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	• Explore and handle basic art materials like coloured pencils, watercolours and paper. • Begin to cut and shape different materials Learn to handle materials safely • Begin to use a dyeing technique to alter a textile's colour and pattern; • With support, decorate textiles with glue or stitching, to add colour and detail; • Begin to use a combination of materials that have been cut, torn and glued; • Sort and arrange some materials; • Start to add texture by mixing materials;	• Continue to develop confidence in using basic materials and tools, such as scissors and glue. • Cut and shape materials with developing accuracy • Combine materials together neatly in different ways (PVA, Pritt, masking tape) show pattern by weaving; • use a dyeing technique to alter a textile's colour and pattern; • decorate textiles with glue or stitching, to add colour and detail; • use a combination of materials that have been cut, torn and glued; • sort and arrange materials; • add texture by mixing materials;	• Begin to experiment with a wider range of materials, including different types of paper, textiles, hard and soft materials • Begin to incorporate textures and patterns using different materials • Begin to select materials according to the properties. • With support, use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; Being to explore kills in stitching, cutting and joining • Begin to select appropriate materials, giving reasons; • Start to use a growing variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • Begin to develop skills in stitching, cutting and joining;	• Experiment with various brush types, tools and paint mediums (e.g., watercolours, tempera). • Begin to experiment with a wider range of materials, including different types of paper and hard and soft materials • Begin to incorporate textures and patterns using different materials • Begin to select materials according to the properties. • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining; • select appropriate materials, giving reasons; • use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; • develop skills in stitching, cutting and joining;	• Explore the use of found objects and recycled materials in art projects. • Confidently choose appropriate materials according to their properties. • Strive for quality in finish and form. • Start to experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • Begin to explore adding decoration to create a desired effect; • Begin to experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • Start to add decoration to create effect;	• Develop an understanding of the properties and limitations of different materials • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • With purpose, add decoration to create effect; • Produce work of quality and confidence. • experiment with a range of media by overlapping and layering in order to create texture, effect and colour; • add decoration to create effect;
Drawing	• Develop basic hand-eye coordination for simple shapes and lines. • Begin to use different materials to draw, for example pastels, chalk, felt tips; • Begin to express creative ideas with simple drawings • Begin to use dots and lines to demonstrate pattern and texture • Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self- portrait, line drawing. detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	• Refine control when drawing basic objects and simple scenes. • Draw objects of different sizes • Use different materials to draw, for example pastels, chalk, felt tips; • Express creative ideas with simple drawings, adding in more detail Use dots and lines to demonstrate pattern and texture • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing. detail, landscape, cityscape, building. pastels, drawings, line, bold	• Begin to experiment with showing line, tone and texture with different hardness of pencils; • Explore shading techniques. • Begin to experiment with perspective by drawing objects in various sizes. • Begin to explore texture within their own created drawings • Begin to use varied materials such as pencil, pen and ink to draw • Begin to show an awareness of space when drawing; • Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	• Experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; • Explore the concept of foreground and background in composition. • Confidently use varied materials such as charcoal, pastels and ink to draw • Explore texture within their own created drawings • show an awareness of space when drawing: • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.	• Begin to apply more specific techniques such as mixing slightly darker colours for texture and shade. • Begin to select appropriate tools and supplies to draw • Begin to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching • Begin to depict movement and perspective in drawings; • Begin to use key vocabulary to demonstrate knowledge and • understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti	• Use knowledge of composition when setting out a final design • Begin to use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching • Experiment with different drawing media. • Select appropriate tools and supplies to draw, giving reasons for this choice • Depict movement and perspective in drawings; • Use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti
Painting	• Begin to name the primary and some secondary colours; • Start to experiment with different brushes (including brushstrokes) and other painting tools; • Begin to mix primary colours to make secondary colours; • Begin to refer to primary colours, secondary colours, neutral colours, tints, shades, Warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	• name the primary and secondary colours; • experiment with different brushes (including brushstrokes) and other painting tools; • mix primary colours to make secondary colours; • add white and black to alter tints and shades; • refer to primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	• Start to use varied brush techniques to create shapes, textures, patterns and lines; • Begin to mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • Begin to create different textures and effects with paint; • Start to key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground., background, abstract, emotion, warm, blend, mix, line, tone, fresco.	• use varied brush techniques to create shapes, textures, patterns and lines; mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; • create different textures and effects with paint; • Refer to key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.	• Start to explore colour creation demonstrating mixing techniques; • Begin to use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • Start to use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	• Create a colour palette, demonstrating mixing techniques; • use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; • use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
Sculpture	• Start to use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • Be introduced to a variety of techniques, e.g. rolling, cutting. pinching: Begin to use a variety of shapes, including lines and texture; • Start to use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving. sculpture, installation, shapes, materials, pyramid, abstract, geometric	• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; • a variety of techniques, e.g. rolling. cutting. pinching; • use a variety of shapes, including lines and texture; • use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric	• Begin to cut, make and combine shapes to create recognisable forms; • Start to use clay and other malleable materials and practise joining techniques; • Begin to add materials to the sculpture to create detail; • Start to use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	• cut, make and combine shapes to create recognisable forms; • use clay and other malleable materials and practise joining techniques; add materials to the sculpture to create detail; • use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet.	• With support, plan and design a sculpture; • Start to use tools and materials to carve, add shape, add texture and pattern; • Begin to develop cutting and joining skills, e.g. using wire, coils, slabs and slips; • Begin to use materials other than clay to create a 3D sculpture; • Begin to use key vocabulary to demonstrate knowledge and • understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast	• plan and design a sculpture; • use tools and materials to carve, add shape, add texture and pattern; develop cutting and joining skills, e.g. using wire, coils, slabs and slips; use materials other than clay to create a 3D sculpture; • use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast
Art Critique	• Identify basic elements of art such as colour and shape in artworks • Be able to talk about the art they have produced. • Make simple comments on the work of famous, notable artists	• Describe and my own and other's artworks using simple adjectives (e.g., bright, big, colourful). • Express an opinion on the work of famous, notable artists; giving reasons for their answers. • Refer to other artists and their work when talking about their own creations.	• Make simple comments and reflections regarding works of art and artists • Describe and compare art-work to that of others. • Discuss the studied artist and their work, beginning to comment on technique and effect • With support, use inspiration from famous artists to replicate a piece of work create their own piece	• Make more detailed comments and reflections regarding works of art and artists • Make more detailed comments upon artist technique and effect. • use inspiration from famous artists to replicate a piece of work create their own piece • With support, refer to specific periods of art	• Make observations about works of art, beginning to make comment and questions on shape, space, form, tone and effect • With support, offer facts and begin to draw comparisons between artists and pieces • Begin to talk about periods of art with increasing confidence.	• give detailed observations about notable artists', artisans' and designers' work; • offer facts about notable artists', artisans' and designers' lives; • Compare and contrast art work and artists • Talk about periods of art with increasing confidence.

Assessment within Art & Design

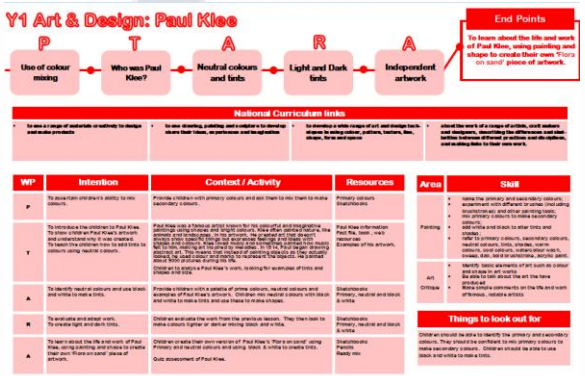
We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within Art.

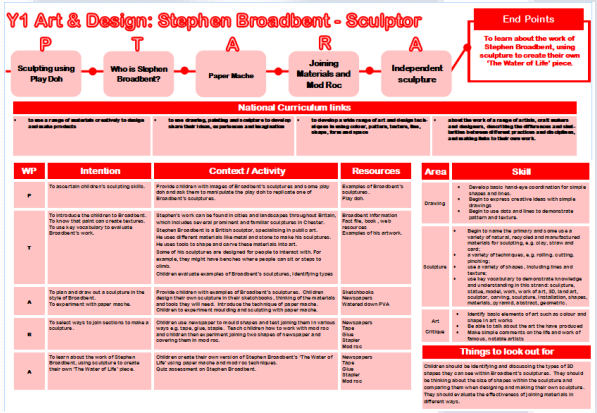
When assessing Art, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Manor Park Primary School, we have clearly mapped out all endpoints for all the Art and Design units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children . It is important to specify that the end piece that is produced within a unit of art is not simply the endpoint. Endpoints are made up primarily of the knowledge and skills of artists, technique and application (all recorded in sketchbooks); with the end product of their culmination forming the minority of assessment. The overall quality of an end piece is subjective, as art itself is, and as such the main focus of assessment is of things other than the created product.

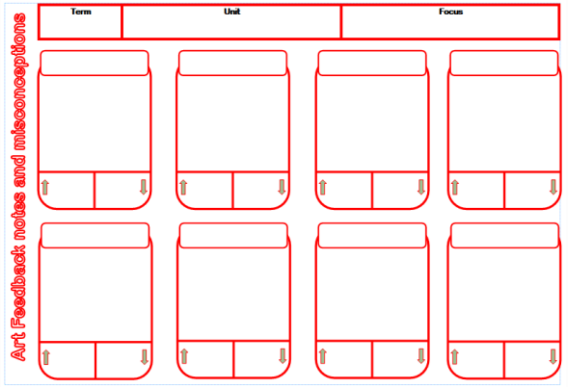
As an organisational tool, the breakdown of this is organised on a single page as can be seen below; with the essential knowledge for each lesson being broken down :





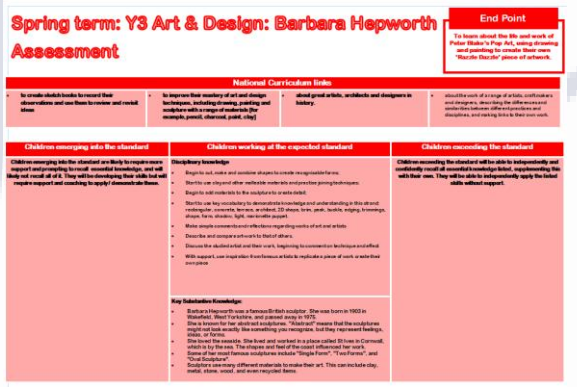
Making judgements – formative assessment

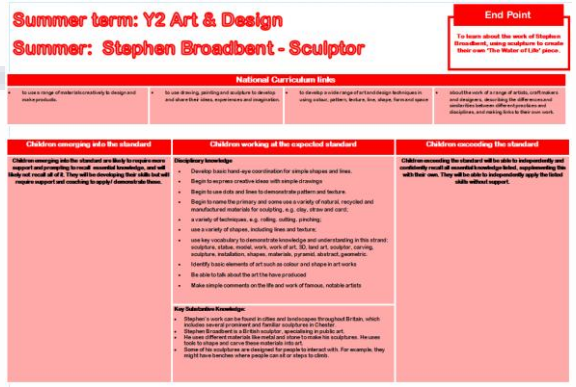
When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of Art, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.



Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.





We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.