

Grove Street
Primary School



MIND | LEARNING | FUTURES

Every child deserves a champion

Art at Grove Street Primary

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Intent			
<i>All children to have a secure long term, deep and adaptable understanding of Art which they can apply in different contexts.</i>			
High Expectations	Modelling	Vocabulary & Oracy	Inclusion (SEND, EAL, disadvantaged)
All children are expected and able to make progress. We follow a 'Low threshold, high ceiling' approach.	Teachers teach the skills needed to succeed in Art by providing examples and having high expectations.	We intend to create an oracy and vocabulary rich environment. Oracy is a highly valued skill and a key learning tool. An aspect of oracy is an expectation in all of our lessons. Voice 21	The needs of all children are supported and catered for in an individualised approach. Where necessary, additional support or resourcing is put in place to ensure equal outcomes for all.
Knowledge & Concepts	Skills	British Values	Cultural Capital
children will develop a broad knowledge of artist work and gain a thorough understanding of skill used to create the art work. Children will explore a range of techniques and art mediums.	Children will gain skills in drawing, digital media, painting, printing, 3-D art, textiles. Children will also gain experience of evaluating their own work as well as others and reflect systematically on their artwork. Children will record and explore ideas from first-hand observations and key artists work.	All children have an acute understanding of British Values and how they relate to individual subject disciplines.	Children to understand how Art is linked to the wider world. Children value its importance and talk about why it is important. Children are exposed to different voices, perspectives and cultural experiences within Art.

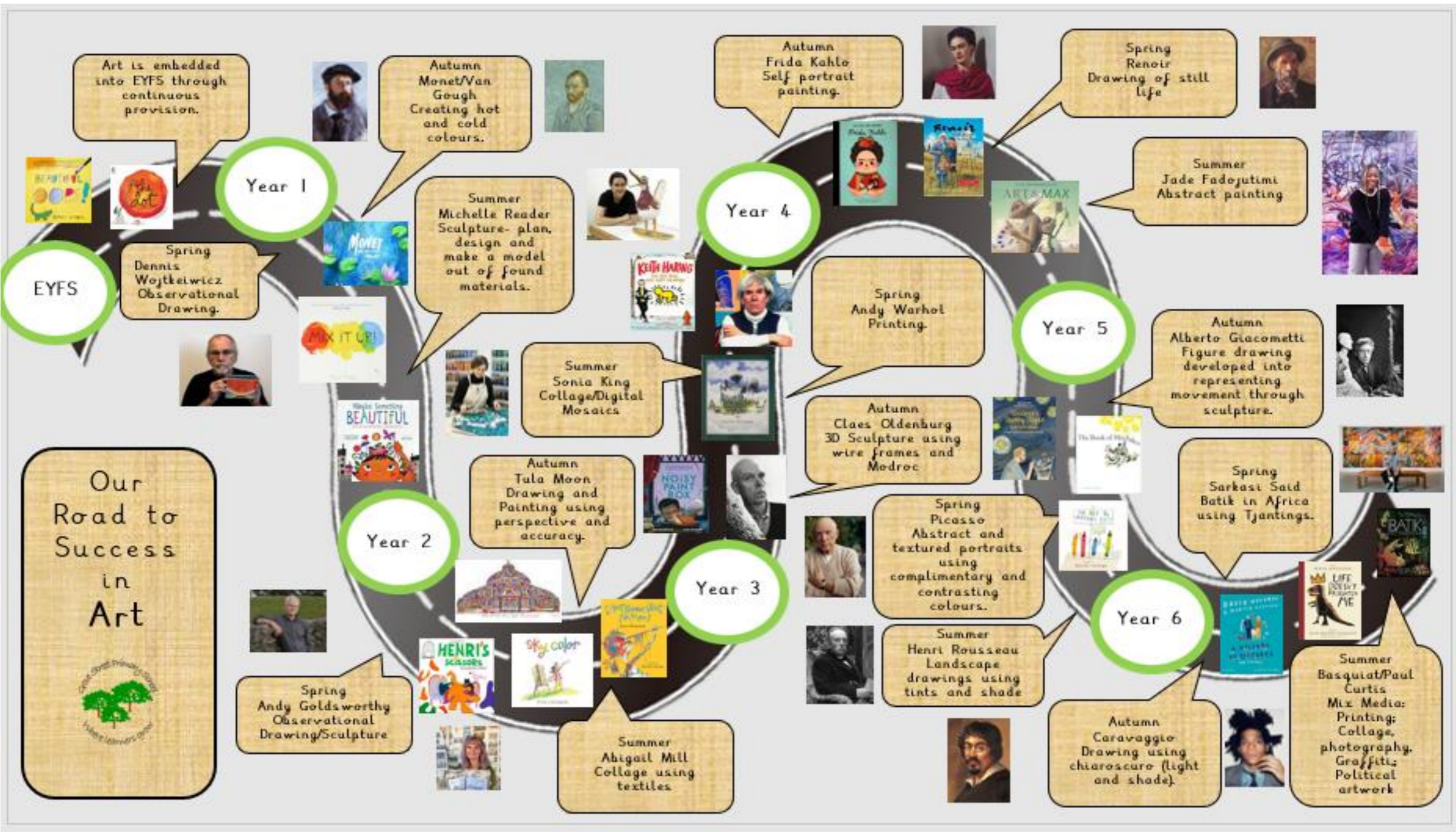
Implementation		
Curriculum (Concepts, Knowledge & Skills)	Reading Across the Curriculum	Vocabulary & Oracy
Following the national curriculum guidance high-quality art and design education should engage, inspire and challenge pupils. Pupils should think critically, and develop a more rigorous understanding of art and design. Teachers ensure knowledge is sticky and referred to in a range of different contexts. Progression of knowledge skills, conceptual understanding and vocabulary are all detailed in long term plans and lesson plans for all staff to follow and understand. Road maps are created by the children at the start of a new unit (modelled by the teacher). Cultural Capital - highlighted on long term planning and various activities suggested for each unit, such as trips, reading and visits to local art galleries.	Art is included on the school reading spine and offers possible reading for each year group. Medium term plans have links to possible texts that are to be used during each lesson. Curriculum library is stocked with information texts linked to key artists, storybooks to support mindset and wellbeing, story links to explore artist lives and autobiographies.	Oracy is expected in all lessons, including strategies such as: <ul style="list-style-type: none"> ● Following established talk guidelines ● My turn-your turn ● Talk Partners ● Sentence Stems ● Shared problem-solving sequence ● Talking Points ● Debates and suggesting opinions.
Inclusion	Assessment	CPD
All children, including SEND and EAL are included and supported in all lessons. Children with SEND will not be limited in their learning opportunities but will be supported in their learning outcomes. They will be given the opportunity to express their thoughts and opinions not only through supported written work but an oracy outcome where they can express themselves freely. All children will be given the same opportunities but will be able to show it in different ways - suited to their individual needs.	Assessment is an integral and ubiquitous component of the curriculum. Whilst FFT data is collected and compiled twice across the year, AFL strategies and principles underpin everything we do.	<ul style="list-style-type: none"> ● National College ● Research projects - Can art therapy (drawing and talking) be used to promote a positive mindset and good mental wellbeing in the EYFS? ● Coaching/observations within school ● Liverpool School Improvement / HMI Alan Torr / Cluster ● Training needs are reflective of monitoring / staff CPD meetings
Monitoring	Whole School Art / Parental Involvement	Cultural Capital
Subject leaders create a robust monitoring system including pupil voice, walkthroughs, staff voice, book looks, peer-peer mentoring and CPD. Subject leaders have an opportunity to regularly meet with SLT regarding their subject. SIA Deep dive?	We celebrate Art as an integral part of school life, that offers children the opportunity to express themselves and succeed. Parental involvement -Whole school art galleries to celebrate children's work, workshops alongside children with local artists and parent artists.	<ul style="list-style-type: none"> ● Trips - local galleries ● Visitors - local artists, gallery curator. ● Authors ● Inspirational figures
Working Walls / Whole School Displays	Expectations for classroom working walls - working walls should show the process of creating the finished product as well as the final pieces. Subject leader to ensure whole-school display board is updated termly.	



Impact			
Pupil Voice	Evidence in Knowledge	Evidence in Skills	Outcomes
Children are enthusiastic about Art; they are able to talk about the concepts they have studied. Children are able to talk about Art and how it relates to life. Children are confident to talk about their previous learning and learning across their current and previous year groups.	Each child from year 1 owns their own sketchbook and a whole class sketchbook for EYFS. The sketchbook will show the learning journey of Art and skills. It will contain evidence of the knowledge the children have acquired and will demonstrate a variety of learning opportunities that the children have received; exploration of materials, demonstrations of skills, understanding of artist work. Children will be able to use the sketchbook as a stimulus in enabling them to discuss their learning in more detail.	Able to understand and correctly utilise subject specific vocabulary. They can use their oracy skills to present information about different artists. Children are able to understand and interpret a range of art specific skills such as drawing, sculpting and painting.	Children make excellent progress from their starting points across the curriculum. Children talk confidently about their learning. Children feel safe, calm and happy.

Long Term Plan

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Drawing	Painting	Printing	Collage	Digital Media	Sculpture
Autumn	Jackson Pollock Exploring Colour	Monet / Van Gogh Creating Hot and Cold Colours	Tula MOON Drawing & Painting using Perspective (Local Buildings)	Claes Oldenbur 3-D sculptures	Frida Kahlo Painting	Alberto Giacometti- sculptures Figure drawing developed into 3-D sculptures	Carvaggio Drawing using chiaroscuro (light and shade) drawing from a digital image / photography
Spring	Kandinsky Colour Mixing / Printing	Dennis Wojtkiewicz Observational Drawings	Andy Goldsworthy Observational Drawings / Sculpture	Andy Warhol Observational drawings / Printing / Photography	Renoir/ Van Gogh Drawing of still life.	Picasso - portraits Abstract and textured portraits	Sarkasi Said Batik in Africa
Summer	Lowry Drawing Familiar Scenes	Michelle Reader Sculpture	Abigail Mill Collage: Create seaside collage using textiles	Roman Artist/ Sonia king Collage / Greek mosaics and digital mosaics	Jade Fadotutimi Abstract paintings, large and small scale with texture.	Henri Rousseau Landscape drawings using tints and shade	Basquiat Printing Collage
Ongoing	Holding the equipment correctly Discussing their creations with an adult	Identify Primary colours Mixing colours Looking at and reflection of the work of significant artists past and present Evaluation of art work created by the class (of both their own work and the work of others)		Developing knowledge of techniques (use of materials, colour, light, shade) used by a variety of artists and expressing opinions about their work.		Developing knowledge of techniques (use of materials, colour, light, shade) used by a variety of artists and expressing opinions about their work.	



Progression of Skills EYFS

	2s	Nursery	Reception
Generate Ideas	Talk about what they are going to create before they set to work	Look at paintings and pictures and talk about what they can see - objects, different colours.	Develop their ideas - try things out, change their minds.
Practice	Experiments with blocks, colour and marks	Explores colour and how colours can be changed Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects Beginning to be interested in and describe the texture of things	Explores what happens when they mix colours Experiments to create different textures Understands that different media can be combined to create new effects Manipulates materials to achieve a planned effect Uses simple tools and techniques competently and appropriately .
Make	Uses various construction materials Realises tools can be used for a purpose. Captures experiences and responses with a range of media such as paint and other materials or words.	Uses various construction materials Realises tools can be used for a purpose. Captures experiences and responses with a range of media such as paint and other materials or words.	Can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Chooses particular colours to use for a purpose <ul style="list-style-type: none"> ▪ Create simple printing blocks with press print (foam printing) ▪ Experiment with overprinting motifs and colour.
Evaluate	Beginning to use representation to communicate e.g. drawing a line and saying 'that's me'	Beginning to discuss what they have made/drawn.	Children can share their creations, explaining the process they have used. Can discuss what they have made and talk about what changes they have made during the process
Artists	Georges Seurat - Finger painting Jackson Polluck - Action Painting Piet Mondrian - primary colours Kandinsky - circles	Georges Seurat - Finger painting Jackson Polluck - Action Painting Piet Mondrian - primary colours Kandinsky - circles	Georges Seurat - Finger painting Jackson Polluck - Action Painting Piet Mondrian - primary colours Kandinsky - circles
Vocabulary	Paint, pencil, apron, brushes, paper, picture, drawing, crayon, felt tip, chalk, glue, scissors, colour,	Paint, pencil, apron, brushes, paper, picture, drawing, crayon, felt tip, chalk, glue, scissors, colour,	Primary colour, secondary colour, collage, fabric, pattern, texture, shape, line, smudged line,

Progression of Skills KSI & KS2

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Generate Ideas		<p>Record and explore ideas from first hand observations.</p> <ul style="list-style-type: none"> Develop their ideas - try things out, change their minds. <p>Explore the work of artists, craftspeople and designers from different times and cultures.</p>	<ul style="list-style-type: none"> Ask and answer questions about the starting points for their work. <p>Apply learning to skills learned in Year 1 - show understanding of Grove Street art process e.g. the difference between exploring and evaluating.</p> <ul style="list-style-type: none"> Develop their ideas - try things out, change their minds. <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p>	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures 	<ul style="list-style-type: none"> Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the historical contexts artists worked in and how the world they lived in inspired their art. 	<ul style="list-style-type: none"> Make links between artists, periods and movements to other areas of the curriculum (chronology, locational knowledge) and how they can bring this into their work. Children are able to discuss their emotional response to art. Understand how the historical context impacts on the style and meaning behind specific pieces of art. 	<ul style="list-style-type: none"> Make links between artists, periods and movements to other areas of the curriculum (chronology, locational knowledge) and how they can bring this into their work. Children are able to discuss their emotional response to art. Understand how the historical context impacts on the style and meaning behind specific pieces of art. Understand how the historical context impacts on the style and meaning behind specific pieces of art.

Practice & Make	Drawing	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubber, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Name, match and draw lines/marks from observations. Invent new lines. observe and draw shapes from observations. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Invent new shapes. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p><u>Painting</u></p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Use Journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencils, crayons, chalk, pastels, pens etc. Experiment with different grades of pencils and other implements to create lines and marks. Experiment with different grades of pencil and other implements to draw different forms and shapes. <p><u>Painting</u></p> <ul style="list-style-type: none"> Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Begin to show an awareness of objects having a third dimension. Apply tone in a drawing in a simple way. Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Experiment with wet media to make different marks, lines, patterns, texture and shapes. Use different techniques for different purposes i.e. shading, hatching within their own work. 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Use dry media to make different marks, lines, patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. Start to develop their own style using tonal contrast and mixed media. Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.
	Painting	<p><u>Painting</u></p> <ul style="list-style-type: none"> Identify primary and secondary colours by name mix secondary colours. create textured paint by adding; sand, foam beads, etc. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Mix primary colours Use perspective to paint with accuracy. 		<p><u>Painting</u></p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language Mix and use tints and shades. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Develop a painting from a drawing Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours. 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music.

	<u>Collage</u>		<u>Collage</u> <ul style="list-style-type: none"> ▪ Create images from a variety of media e.g. Photocopies materials, fabric, crepe paper, magazines etc. ▪ Arrange and glue materials to different backgrounds. ▪ Sort and groups materials for different purposes e.g. Colour, texture. ▪ Fold, Crumple, tear and overlap papers. 	<u>Collage</u> Create collaged images from a digital source.			<u>Collage</u> <ul style="list-style-type: none"> ▪ Add collage to a painted, printed or drawn background. ▪ Use a range of media to create collages. ▪ Use different techniques, colours and textures etc. when designing and making pieces of work. ▪ Use collage as a means of extending work from initial ideas.
	<u>Printing</u>			<u>Printing</u> <ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method ▪ Create repeating patterns. 			<u>Printing</u> Understand and learn the process of screen printing Screen print a design
	<u>Sculpture</u>	<u>3-D</u> <ul style="list-style-type: none"> ▪ Understand the safety and basic care of materials and tools. ▪ Plan, design and make models. 	<u>3-D</u> <ul style="list-style-type: none"> ▪ Experiment with constructing and joining recycled, natural and manmade materials. 	<u>3-D</u> <ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. 		<u>3-D</u> <ul style="list-style-type: none"> ▪ Shape, form, model and construct from observation or imagination. ▪ Plan a sculpture through drawing and other preparatory work. 	

	<u>Digital Media</u>	<u>Digital Media</u> <ul style="list-style-type: none"> ▪ Use a simple graphic package to create images and effects with: <ul style="list-style-type: none"> - Lines by changing the size of brushes in response to ideas; - Shapes using eraser, shape and fill tools and Colours and texture using simple filters to manipulate and create images. 		<u>Digital Media:</u> <ul style="list-style-type: none"> - Use digital media to create mosaics - Take simple observational photographs in focus and well framed 			<u>Digital Media</u> <ul style="list-style-type: none"> - Learn different photography techniques including experimental techniques to manipulate an image. - Use photography as a part of a mixed media project.
	<u>Textiles</u>		<u>Textiles</u> <ul style="list-style-type: none"> ▪ Match and sort fabrics and threads for colour, texture, length, size and shape. ▪ change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. ▪ Cut and shape fabric using scissors/snips. ▪ Apply shapes with glue or by stitching. 				

Evaluate		<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. Adapt their work according to their view and describe how they might develop it further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others work and say what they think and feel about them. Adapt their work according to their view and describe how they might develop it further. 	<p>Present their work, making links between artists, periods and historical context.</p> <p>Evaluate work based on key skills and knowledge - offer pertinent ways forward for themselves and their peers.</p> <ul style="list-style-type: none"> Annotate work in journal (Sketch book). 	<p>Present their work, making links between artists, periods and historical context.</p> <p>Evaluate work based on key skills and knowledge - offer pertinent ways forward for themselves and their peers.</p> <ul style="list-style-type: none"> Annotate work in journal (Sketch book).
Artists		<p>Monet - colour</p> <p>Dennis Wojtkiewicz- fruit</p> <p>Michelle Reader - 3-D sculptures</p>	<p>Tula Moon - colourful landscapes</p> <p>Andy Goldsworthy - outdoor foraged sculptures</p> <p>Abigail Mill - Textile collage</p>	<p>Claes Oldenburg - food sculptures- Charcoal artist</p> <p>Andy Warhol -Printing</p> <p>Roman Artist/ Sonia king - mosaics</p>	<p>Frida Kahlo- self-portrait painting</p> <p>Pierre-Auguste Renoir / Van Gogh- still life</p> <p>Jade Fadojutimi- abstract landscape painting</p>	<p>Alberto Giacometti - sculptures</p> <p>Pablo Picasso - mixed media portraits</p> <p>Henri Rousseau - landscapes</p>	<p>Sarkasi Said - Batik</p> <p>Caravaggio- Chiaroscuro</p> <p>Basquiat - printing / collage</p>
Vocabulary		<p>Paper, pencil, print, 2-D, 3-D, curved, brushstroke, circular, rectangular, observation, painting, portrait, pastel, primary, secondary, happy, sad, friendly, warm, cold, sculpture, sculpting.</p>	<p>Background, foreground, scene, perspective, heavy/light, shading, sandy, silky, smudged, soft, hard, straight, thick, thin, vertical, wavy, light, pale, shade, alive, bright, shadow, shady, rough, pointed, cheerful, round, wide, landscape, joyful peaceful texture</p>	<p>Perspective, realistic, unrealistic, continuous, bold, diagonal, edge, perspective, realistic, unrealistic, sharp, simple, blend, bold, irregular, rectangular, uneven, sculpting, sculpture, printing, pop art, primary, secondary, proportion</p>	<p>Still life, shade, tint, subtle, watercolour, printing, technique, arrangement, light source, subject, abstract, painting, primary, secondary, landscape, perspective, smudge, blend, warm, cold, shape, form, composition, contours, expressive</p>	<p>Earthy, gentle, metallic, diagram, illustration, glowing, monochrome, natural, form, pinching, kneading, modelling, model, Sculpture, mixed media, colour, bold, primary, secondary, expressive, contours, shape, form, landscape, proportion, composition, cubism, monster, impressionist, French, figure drawing</p>	<p>Abstract, arrangement, atmospheric, expressive, dreamy, harmonious, subtle, tranquil, vibrant, tactile, middle ground, focal point, overlapping, tessellation, batik, Tjanting, expressive, shape, form, tone, texture, street-art, graffiti, political, mixed media, abstract, post-modern, Chiaroscuro, light, shade, tone, hatching, cross hatching, contours</p>

National Curriculum – Art & Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

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.

Subject content

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.

Art Lesson Structure

Long-term Memory

Revise and review previous learning - make links to knowledge from previous week, unit, term, year.



Reading Across the Curriculum

Opportunity to explore ideas and meet inspirational figures, as well as make links across the curriculum. This may also be used as a satellite text for fluency lessons or end-of-day reading.



Generate Ideas / Practice / Make / Evaluate

Dependent on where children are in within their unit of work, the children will have an opportunity to generate ideas (meet their new artist, understand the historical context, learn new vocabulary), practice (hone the skills necessary to be successful in their final piece), make (independent application of their skills in a final piece) and evaluate (offer feedback and ways forward in their own work and that of their classmates).

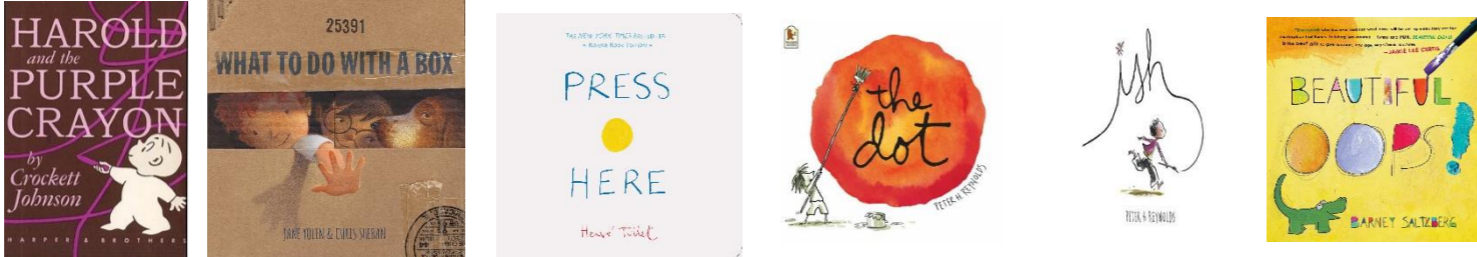


Reflect

How does this week's lesson fit in our progression structure? Where will we go next with our learning?

Grove Street Art Reading Spine

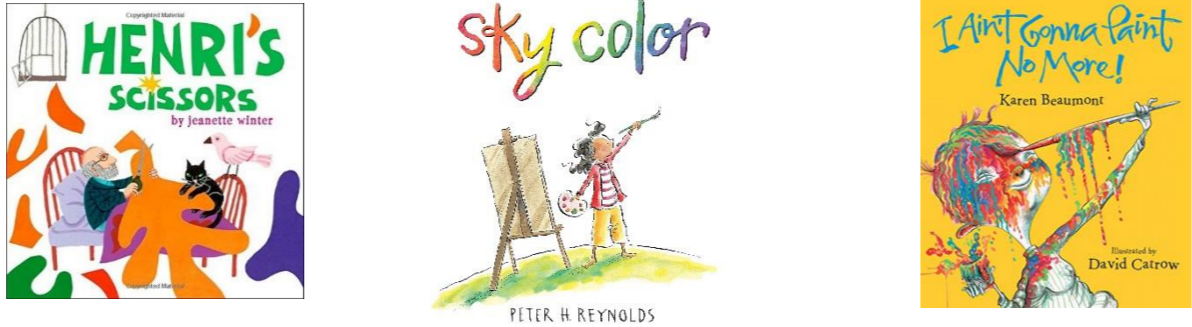
EYFS



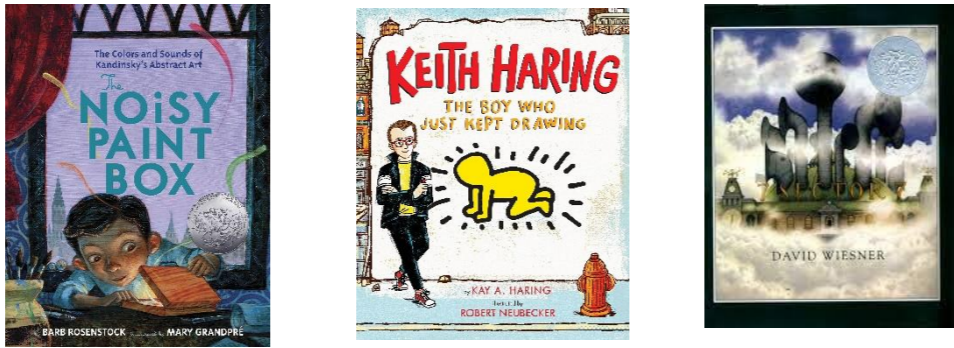
Year 1



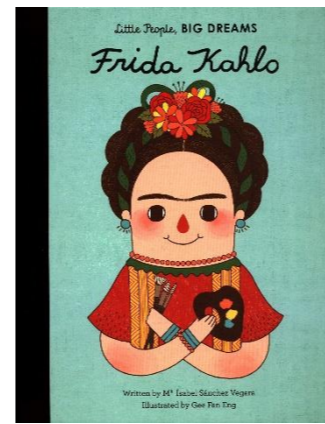
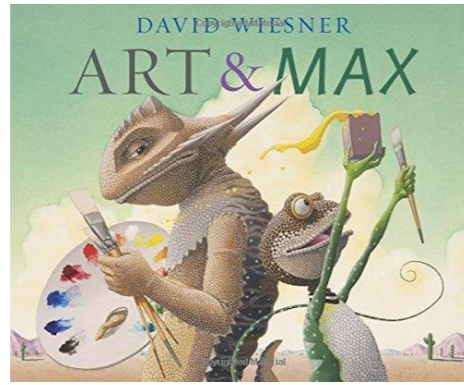
Year 2



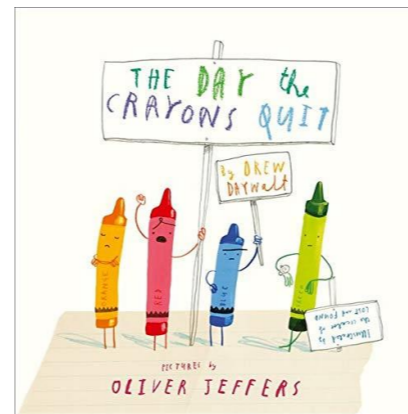
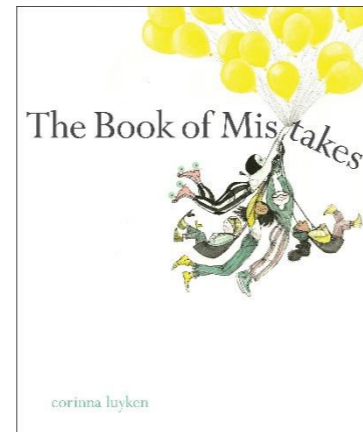
Year 3



Year 4



Year 5



Year 6

