



ART INTENT - what do we aspire for our children?

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.

National Curriculum 2014

Our school's key drivers and how they are manifested through Art and Design

Be Proud

- Children are given the chance to showcase their art work and feel proud
- Children are able articulate their personal message using art as a starting point and through their art
- Children are inspired by art and feel confident to express themselves artistically
- Children are able to talk about their achievements as artists

Be Kind

- Children will demonstrate an appreciation of art and different artists
- Children will think critically and evaluate and analyse artists and their work kindly
- Children can work collaboratively listening to others' viewpoints and work together as a team to create art
- Children understand that art can be used to see and interpret the world through different perspectives

Strive for Success

- Children are taught the core knowledge and disciplinary skills to express their ideas, views and experiences in a visual or tactile form
- The curriculum is designed to build complexity and challenge through a spiral model, where competencies are built upon each other to ensure children make progress in the 5 disciplines (drawing, painting, print-making, 3D and textiles and collages) as well as thinking like an artist
- Children are able to talk about their progress as artists
- Children feel empowered by exploring a range of artists who look like them and have similar experiences to them.

We want the children to understand the **key art concepts** below through a range of media e.g. painting/drawing/printmaking/3D/Collage

Shape	Line	Colour	Value	Space	Texture	Form
Shape is a flat (2D) area surrounded by an outline or edge.	Lines are used to show movement and mood.	Colour is used to convey atmosphere and mood.	Value is the intensity of colour and depends on the amount of white added.	Space in artwork makes a flat image look like it has form.	Texture is the look and feel of a surface.	Artists use form when they create sculptures. These are 3D shapes.



Oracy

At Stoke Park Primary, we recognise the vital role that oracy plays in the lives of our children, both during their time in primary school and for the rest of their lives. Research shows that oracy not only acts as a powerful tool for learning but is a key skill in itself which employers actively seek. By ensuring that children have explicit opportunities to develop their oracy skills as well as opportunities to learn through oracy across the curriculum, we aspire to create young adults who are able to work confidently, articulately and collaboratively. We promote oracy through Art by teaching vocabulary that allows the children to explain, discuss, debate and share their ideas when thinking about their own artwork and the artwork of others.

Long term sequence including EYFS

At Stoke Park in the EYFS, we follow a child led curriculum based around children's interests and needs. In expressive art and design children are taught the key artistic concepts (thinking artistically, drawing, painting, printmaking, 3-D, Textiles/Collage) throughout the year depending on the topic drawing upon the observe, assess, plan model.

EYFS skills progression in Expressive Art and Design

Artistic discipline	Nursery	Reception	Vocabulary
<u>Thinking like an artist</u>	<ul style="list-style-type: none"> Have an idea and attempt to create what they are thinking of Give opinions on their work and the work of artists 	<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Give opinions on art and how it makes them feel 	<ul style="list-style-type: none"> Art / artist
<u>Drawing</u>	<ul style="list-style-type: none"> Use marks to give meaning use lines to enclose a space, and then begin to use these shapes to represent object Hold a pencil using tripod grip 	<ul style="list-style-type: none"> Correct pencil grip Begin to use a variety of drawing tools(pencils, crayons, charcoal) Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people□/ animals / objects e.g. adding detail 	<ul style="list-style-type: none"> Tripod grip Pressure – hard or light strokes <p>Self-portraits: Read: All the colours we are by Katie Kissinger</p>
<u>Painting</u>	<ul style="list-style-type: none"> Colour names Explores what happens when they mix colours Rinse a paintbrush How to hold a paintbrush using the handle and the bristles on the paper 	<ul style="list-style-type: none"> Identify primary colours Explores colour and how colours can be changed Explore using colour to convey an emotion Rinse a paintbrush 	<ul style="list-style-type: none"> Primary colour Thin or thick brush strokes <p>Artists: Alma Woodsey Thomas and Beatriz Milhazes</p>
<u>Print Making</u>	<ul style="list-style-type: none"> Use a stencil to create an image Use a simple stamping technique to create an image 	<ul style="list-style-type: none"> Create a simple stamp and use this to produce repeating patterns e.g. fruit printing Use a stencil to create an image 	<ul style="list-style-type: none"> Print Stencil (drawing or painting through the holes) <p>Artists: Hari and Deepti shadow pictures</p>
<u>3-D</u>	<ul style="list-style-type: none"> Mould materials e.g. play dough or clay to create a 3-D model Join materials to create a 3-D model 	<ul style="list-style-type: none"> Select materials based on their properties Effectively mould materials to create a 3-D model Join materials to create a 3-D model e.g. glue, stick, fold, hole-punch 	<ul style="list-style-type: none"> Sculpture Balance Roll, squeeze, pinch, twist, poke, push, bumpy, smooth, wrinkly <p>Artists: Rina Banerjee</p>
<u>Textiles /Collage</u>	<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials and describing the sensory experience 	<ul style="list-style-type: none"> Create a mixed media picture e.g. portrait with thread hair 	<ul style="list-style-type: none"> Fabric Soft, hard, fluffy, itchy etc. <p>Artists: Izziyana Suhaimi</p>













Long Term Sequence year 1 - 6

Cusp Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Y1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Y2	Drawing	Painting	Printmaking	Textiles and Collage	3D	
Y3	Drawing and Painting	Printmaking	Textiles and Collage	3D		
Y4	Drawing	Painting	Printmaking and Textiles	3D and collage		
Y5	Drawing and Painting	Printmaking	Textiles and Collage	3D		
Y6	Drawing	Painting and Collage	Printmaking and Textiles	3d		





Core knowledge table

CUSP Art and Design – Core Content

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 	Textiles (pattern and texture) 	3D (form and shape) 	Collage (texture) 
Year 1	Block A Explore materials and tools for mark making.	Block B Explore mark making with paint, using primary colours.	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and man made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man made objects.
Year 2	Block A Evoke mood and represent movement through mark making.	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.	Block D (Textiles & Collage)  Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	
Year 3	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.		Block B Create monoprints and explore mark making and pattern with printing tools.	Block C (Textiles & Collage)  Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.	Block D Create coil pots using clay.	
Year 4	Block A Create contour drawings using still life and natural forms as stimulus.	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.	Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.		Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage)  Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
Year 6	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.		Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.	



Disciplinary skills progression

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 
Year 1	Block A Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks	Block B Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours	
Year 2	Block A Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings	
Year 3	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use		Block B Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks
Year 4	Block A Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours. Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object	
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist		Block B Create three colour prints and combine printing techniques. Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process
Year 6	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture. Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space	Block B (Painting and Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements. Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint	



Diversity

At Stoke Park, we are working towards removing biases, stereotypes and false narratives in Art Education. Alongside the artists that are set out in CUSP, teachers seek to teach a diverse range of artists alongside. We believe that engaging children with artists who look like them, have similar experiences, and come from similar backgrounds is a great source of inspiration and empowerment.

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy:

The CUSP Art curriculum is organised into blocks with each block covering a particular set of artistic disciplines, including drawing, painting, printmaking, textiles, 3D and collage. Vertical progression in each discipline has been deliberately woven into the fabric of the curriculum so that pupils can revisit key disciplines throughout their Primary journey at increasing degrees of challenge and complexity. When meaningful, a connection is made to other curriculum areas for example history and literacy.

Lesson design

What would be incorporated into an Art and Design lesson?

- Prior knowledge is drawn upon
- Taught content
- Explicitly taught vocab
- Practice
- Reflection
- Knowledge notes are used to scaffold our EAL/SEND and our lower attainers

Curriculum enrichment

- In the EYFS we have termly 'stay and play' craft sessions where parents come into school and get creative with their child
- We have met with Bristol Arnolfini and plan to collaborate with them to deliver pupil workshops with local artists.

Reading across the curriculum

Connections to other subject areas are listed as are the links that are made, in the lesson sequences, to works of literature. Specific books and illustrators are recommended and are used as a stimulus for artwork and provide examples of artistic techniques and styles.

IMPACT - how do we know our curriculum is effective?

Pupil Voice

The impact of this curriculum will ensure all children make progress regardless of their starting points. Children will talk about the 'why' behind their learning and build upon previous knowledge and skills. Children will be inspired by art and have the confidence to express themselves creatively. They will be equipped with the skills and knowledge to become life-long artists.



High quality outcomes:

Our sketch books demonstrate pride and effort. They capture increasing understanding of artistic concepts and knowledge and demonstrate a clear sequence of learning where taught vocabulary can be explicitly seen.

Achievements are celebrated in classrooms during walking-galleries and corridor displays, and by building in increasing connections with local galleries, we aim to develop our future artists and their appreciation of the art around them.