



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.



Golden Thread - 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

Core content	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing Explore materials and tools for mark making	Painting Explore mark making with paint, using primary colours	Printmaking Explore resist and relief block printing, negative stencils and clay printing blocks	Textiles Explore weaving with natural and man-made materials Work with wax and oil crayon resist on fabric	3D Use natural and man-made materials Create plaster casts from clay impressions	Collage Explore the visual and tactile qualities of objects Layer paper to build an image
Year 2	Drawing Evoke mood and represent movement through mark making	Painting Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Printmaking Create repeated patterns with positive and negative space Print using natural objects as a stimulus	Textiles & Collage Explore dip dye technique Use relief and block printing techniques on fabric Create work focusing on pattern, line and colour using mixed-media	3D Take inspiration from the designs of indigenous art Create 3D sculptures using paper and cardboard	Creative Response Drawing and Collage Combine drawing and collage to add detail and interest
Year 3	Drawing and Painting Combine drawing and resist to explore colour, line and shape Create tints and learn painting techniques of tonking and sgraffito	Printmaking Create monoprints and explore mark making and pattern with printing tools	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	3D Create relief sculptures Use wire to make 3D insects	Painting Use a range of paint techniques to create backgrounds for effect	Creative Response Painting and Printmaking Combine painting and printmaking techniques
Year 4	Drawing Create contour drawings using still life and natural forms as stimulus	Painting Learn about abstract art and develop colour mixing skills to include tertiary colours	Printmaking and Textiles Create monoprint and press prints on fabric and make collages Create repeated patterns by flipping and rotating images Use tie dye, knotting and weaving techniques	3D and Collage Create wire structures, focusing on line and form Combine 3D materials Combine a range of techniques such as overlapping and layering	Painting Mix tints and tones to create an ombre effect with paint	Creative Response Drawing and Textiles Refine previously taught drawing and sewing techniques
Year 5	Drawing and Painting Learn about and use the technique of subtractive drawing Use organic lines to create landscapes	Printmaking Create three colour prints and combine printing techniques	Textiles & Collage Create wall hangings using layered collage and weaving techniques Use natural forms as a starting point for artwork	3D Create slab and coil pots and learn techniques to join and seal clay sections Create tissue paper bowls	Painting Explore a range of effects which can be achieved using watercolour paint	Creative Response Printmaking and Textiles Combine printmaking and textiles to embellish fabric
Year 6	Drawing Combine techniques to create abstract images Learn about surrealism and portraiture	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	Printmaking and Textiles Use perspective drawings as a starting point for textiles work Explore batik technique Draw and paint on fabric surfaces	3D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass' Explore combining techniques to create sculptures using mixed-media including recycled materials	Painting Combine techniques to create the illusion of water and depth	Creative Response Drawing and Textiles Combine drawing and batik to add detail



An example of core content, expectations and skills progression in each unit is outlined below for the Autumn term:

	Block A	Block B
Year 1	<p>Drawing </p> <p>Explore materials and tools for mark making</p> <p>Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p>	<p>Painting </p> <p>Explore mark making with paint, using primary colours</p> <p>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</p>
Year 2	<p>Drawing </p> <p>Evoke mood and represent movement through mark making</p> <p>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</p>	<p>Painting </p> <p>Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours</p> <p>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</p>
Year 3	<p>Drawing and Painting  </p> <p>Combine drawing and resist to explore colour, line and shape</p> <p>Create tints and learn painting techniques of tonking and sgraffito</p> <p>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</p>	<p>Printmaking </p> <p>Create monoprints and explore mark making and pattern with printing tools</p> <p>Know how to use a printing slab and roller Know how to create different printing blocks</p>
Year 4	<p>Drawing </p> <p>Create contour drawings using still life and natural forms as stimulus</p> <p>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</p>	<p>Painting </p> <p>Learn about abstract art and develop colour mixing skills to include tertiary colours</p> <p>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</p>
Year 5	<p>Drawing and Painting  </p> <p>Learn about and use the technique of subtractive drawing</p> <p>Use organic lines to create landscapes</p> <p>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</p>	<p>Printmaking </p> <p>Create three colour prints and combine printing techniques</p> <p>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</p>
Year 6	<p>Drawing </p> <p>Combine techniques to create abstract images</p> <p>Learn about surrealism and portraiture</p> <p>Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Painting and Collage  </p> <p>Create still life compositions by combining different media and in response to cubist work</p> <p>Adapt and refine ideas and techniques and respond to different styles of artists and art movements</p> <p>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</p>



Diversity

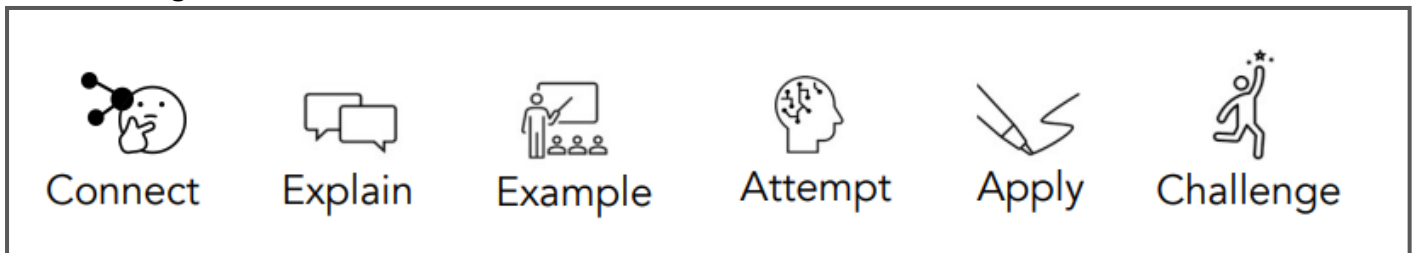
At Stoke Park, we are working towards removing biases, stereotypes and false narratives in art education. Alongside the artists that are set out in CUSP, teachers seek to teach a diverse range of artists. We believe that engaging children with artists who look like them, have similar experiences, and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

IMPLEMENTATION - how will we deliver the curriculum?

Linking curriculum and pedagogy:

Our 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



Each lesson follows the model above.

- CONNECT to prior knowledge
- EXPLAIN new content
- give an EXAMPLE of new learning
- Pupils ATTEMPT new learning with scaffolding
- APPLY new learning independently
- Pupils are CHALLENGED to integrate learning with prior knowledge

What would be incorporated into an Art and Design lesson?

- Explicitly taught vocab
- Practice
- Reflection
- Knowledge notes used as a scaffold
- Teacher sketchbooks to model the process of an artist

SEND

We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential as scientists. This could include:

- Carefully considered scaffolding
- Pre and post-teaching
- Pre-planned management of cognitive load
- Explicit instruction and modelling
- Structured challenge, without ceilings



- Alternative ways of recording
- Additional targeted adult support

In some instances, specialist adaptations are made to support the specific barriers of individual pupils.

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?

Assessment

Our curriculum is designed and built on the premise that 'learning equals a persistent change in the long term memory.'

Summative Assessment

The curriculum is a progression model. Teachers will know whether students are making progress if they are learning more of the curriculum.

Our curriculum is designed to ensure sequencing of core knowledge, vocabulary, substantive concepts and disciplinary knowledge. They will know more, and remember more with the taught curriculum content. Essentially they will be able to do more with this knowledge in carefully designed learning tasks.

This will be assessed using the Pupil Book Study approach- talking with pupils and looking at their books systematically to reveal:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

Formative Assessment

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence.

Strategies that might be used are:

- Making explicit the learning intention and success criteria
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning
- Inclusive questioning i.e. cold call, mini whiteboards
- Connecting to prior learning



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
- Demonstrate a clear sequence of learning where taught vocabulary can be explicitly seen.

At the end of a unit, achievements are celebrated with an 'open classroom', where parents and carers are invited in to view their child's work.