



Intent

Art

Intent



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Why is art important?

At Ivegill C of E Primary School, all of our teaching and learning builds on our core values; Endurance, Trust and Community. We recognise the importance of Art in every aspect of daily life and we encourage children to be inquisitive throughout their time at our school and beyond. The Art curriculum fosters a natural curiosity of the child, ensures that pupils are equipped to successfully think and work like an artist .



Art

Aims of the Art Curriculum

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.



Intent

At Ivegill C of E Primary School children will gradually build on their Art skills throughout the Key Stages based on National Curriculum expectations.

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.



Intent

Working artistically

In addition to the core knowledge required to be successful within each discipline, the curriculum outlines key aspects of development in the 'Working Artistically' section. Each module will focus on promoting different aspects of these competencies.

Working Artistically						
Shape	Line	Colour	Value	Form	Texture	Space
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.	Artists use form when they create sculptures. These are 3D shapes.	Texture is the look and feel of a surface.	Space in artwork makes a flat image look like it has form.



Early Years

In Early Years, Art is taught through Expressive Arts and Design. The children learn about Art and Design and develop a wide range of skills through their play and adult led activities.

Early Learning Goals

ELG: Creating with Materials

Children at the expected level of development will:

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



Intent

Art in EYFS





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Art in EYFS





Intent

Content and sequence – Core Art Content from 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 collagraph 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



Intent

Content and Sequence – Year 1/2

ART and DESIGN National Curriculum Expectations KS1	Year A 2022/23			Year B 2023/24		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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 work.	Kandinsky			William Morris		



Intent

Content and Sequence – Year 3/4

ART and DESIGN National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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]						
To learn about great artists, architects and designers in history.						



ART and DESIGN National Curriculum Expectations KS2	Year A/C			Year B/D		
	Autumn	Spring	Summer	Autumn	Spring	Summer
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]						
To learn about great artists, architects and designers in history.						



Implementation

Art

Implementation



Modular Approach – Knowledge

At Ivegill C of E Primary School, Art is taught across each mixed aged class in modules that enable pupils to study in depth key understanding, skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention.

Each module is revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information.



Implementation

Minimum Lesson Expectations

All Art lessons will incorporate the following elements:

- Explicit teaching of vocabulary
- Revisiting of prior learning
- Use of subject-specific technical vocabulary in learning
- Element(s) of 'Working as an artist'
- Use of knowledge notes
- Time for Reflection/Evaluation at the end of the lesson
- Evidence of learning in pupil's books



Implementation

Vocabulary

EYFS

At Ivegill C of E Primary School, we want our children to have an expansive vocabulary and through teacher modelling and planning, children are given opportunities to use and apply appropriate vocabulary. Subject-specific language is taught and built upon with vocabulary being a focus.



Implementation

Vocabulary modules in Years 1 - 6

Vocabulary instruction is at the heart of the curriculum and subject specific words are incorporated in each module.

Point of explanation: Y3 Painting – Block E

An example of the
specific vocabulary
taught to Year 3
Children in in their
painting unit

Core Knowledge	Explanation
background	Background is the view behind the main objects or people in a picture or photograph.
traditional	Traditional refers to the beliefs, customs or way of life of a particular group of people that have not changed for a long time.
wash	A wash is a very thin, watery layer of paint applied to a surface.

Technical Vocabulary	Definition
negative space	the space around an object or person, or between objects or people
gradient	a gradual blending from one colour to another
effect	a particular look, sound or impression that somebody, such as an artist or a writer, wants to create



Use of Knowledge Notes

Accompanying each module is a Knowledge Note which contains key vocabulary, information and concepts which all pupils are expected to understand and retain. They support vocabulary and concept acquisition through a well-structured sequence that is cumulative.

Knowledge Notes are dual coded to provide pupils with visual calls to aid understanding and recall.

The knowledge notes are given to children in their first lesson of a new DT module, these are then used and referred back to in each subsequent lesson.



Implementation

Example Knowledge Notes

Year 3: Painting



Core content:

Learn techniques to create a negative space using paint.
Explore the contrast between foreground and background.

Technical vocabulary:

Background – the view behind the main objects or people in a picture or photograph.



Traditional – the beliefs, customs or way of life of a particular group of people that have not changed for a long time.



Wash – a very thin, watery layer of paint applied to a surface.



Negative space – the space around an object or person, or between objects or people.



Gradient – a gradual blending from one colour to another.



Effect – a particular look, sound or impression that somebody, such as an artist or a writer, wants to create.



Connections:

Kehinde Wiley
(born 1977)
American portrait painter



Year 1: Printmaking



Core content:

Explore the marks that can be made using different printing techniques.

Learn how to make and use a stencil and relief printing block.

Technical vocabulary:

Printmaking – creating artworks by printing.



Stencil – a piece of card, plastic or metal, into which shapes have been cut. A picture is created by drawing or painting through the holes.



Relief printing – printing from a block that has recessed areas.



Overprinting – to print onto a surface that has already been printed on.



Stroking – the movement of a brush when painting.



Stippling – drawing or painting using small dots.



Connections:

Karen Lederer (born 1986)
American printmaker



Year 6: Painting and Collage



Core content:

Explore the work of cubist painters such as Pablo Picasso.
Create a series of still life paintings combined with collage.

Technical vocabulary:

Balance – to achieve a balanced composition, shapes, colours and textures can be arranged evenly.



Observational – drawings, paintings or sketches that are made of observed objects, people or places.



Angles – the spaces between two lines or surfaces that join.



Cubism – a style and movement in early 20th century art in which objects and people are represented as geometric shapes, often shown from many different angles at the same time.



Superimpose – to put one image on top of another so that the two can be seen simultaneously and the images combine.



Still life – the art of painting or drawing arrangements of objects.



Connections:

Pablo Picasso (1881 – 1973)
Spanish artist and painter



Patrick Caulfield (1936 – 2005)
English painter and printmaker





Implementation

Planning using CUSP materials

Lesson planning is completed with the use of the CUSP suggested lesson sequence, in conjunction with prior quizzing and content from the Knowledge Notes.

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques



Untitled 30
by Karen Lederer (2014)

At the end of this block, pupils will ...	
Know:	Be able to:
Prints can be made from ordinary objects	Apply paint using controlled brushstrokes and stippling
How to make and use a stencil and relief block	Combine printing techniques such as stencilling and relief printing

In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer.

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Know:	Be able to:
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In this block, pupils will explore the marks that can be made by printing with a range of objects. Pupils will be taught the techniques of stencilling and relief printing. They will combine these printing techniques to create a final piece, inspired by the work of the contemporary artist Karen Lederer.



Implementation

Art Planning

Example of Year 1 Paintmaking planning

Revisiting prior learning 	Taught content 	Point of practice 	Point of reflection 
<p>1. Identify primary colours</p> <p>Hold a paintbrush correctly</p> <p>Use controlled brushstrokes</p>	<p>Make marks by printing from everyday objects</p> <p>Experiment with layering marks by overprinting</p> <p>Respond to the marks they make</p>	<p>Prior to Lesson 1, prepare surfaces with different types of paper such as newspaper, foil and card.</p> <p>Refer to Prior Learning and introduce the Knowledge Note.</p> <p>Model how to print with everyday objects. Apply paint, using a paintbrush and gentle brushstrokes, to the surface of an object. Press the object firmly onto paper and remove carefully to avoid smudging. Pupils follow this process, printing with a range of objects, starting with yellow first, then red and finally blue. Pupils build up layers of printed shapes by overprinting. Challenge pupils to see what effects they can create if they push, pull or drag objects over the surface of the paper. Pupils then repeat this printing process, using the surfaces that have been prepared in advance.</p> <p>Use questioning to elicit pupils' understanding of the process, the effects they have created and their preferences.</p>	<p>Can print clear marks from a range of objects by applying paint carefully and using appropriate pressure</p> <p>Can comment on the effects created by overprinting</p> <p>Can explain the printing process</p>



Implementation

Tailoring for SEND

At Ivegill C of E Primary School we aim for all Art lessons and learning questions to be accessible to all pupils. Activities are differentiated where necessary to ensure they are accessible to all children and any barriers to learning are overcome. The class teacher or trained support staff work closely with the children to support, address misconceptions or fill gaps in knowledge.

The use of dual coded Knowledge Notes provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.



Implementation

Oracy

When discussing their findings or presenting information, pupils are encouraged to speak using full sentences and incorporating key subject-specific vocabulary. This is modelled by teachers e.g. using a my turn, your turn approach.

Writing

Pupils are expected to write across all areas of the curriculum with teachers modelling how to write purposefully in each subject.



Implementation

Continuous Professional Development

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum through the use of Knowledge Notes. This has supported the development of the wider curriculum. Staff members have access to CUSP online training and subject leaders will ensure any online CPD is completed.



Impact

Art Impact



Impact

How do we measure the impact of Art teaching?

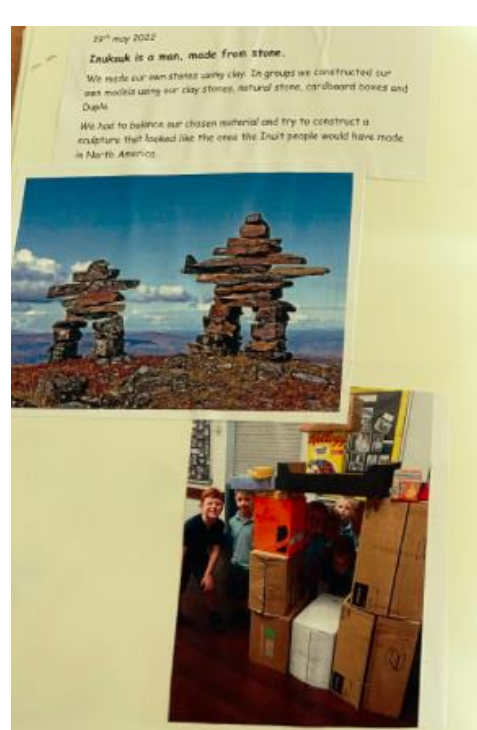
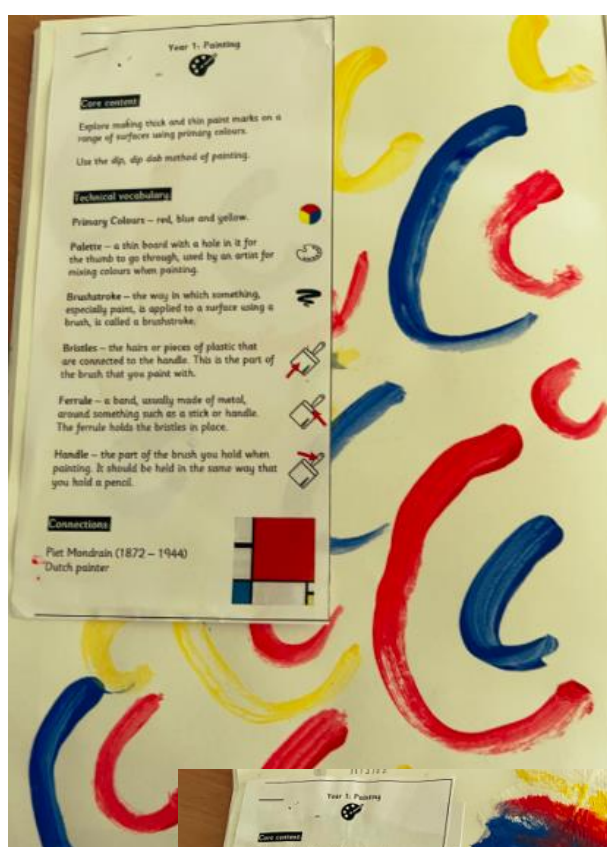
Teachers make assessments of children in each lesson through;

- Regular checking of work. Very formatively in art.
- Analysing errors and picking up on misconceptions.
- Asking questions and listening to answers.
- Facilitating and listening to discussions.
- Making observations

These ongoing assessments inform future planning and teaching. This allows lessons to be readily adapted following these assessments.



Impact



An example of the
Year 1/2 work

**Oracy and Vocabulary:
Y1 Painting – Block B**


Task 1: These words describe how thick or thin brushstrokes might be.
They have been put in order from thinnest to thickest.
Have the words been ordered correctly? Write the correct order in the boxes.

wide	thin	fine	thick	broad
fine	thick	thin	wide	wide

Exploration:

Do you have to press harder to make a wider mark with the brush?


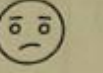

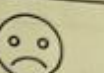
How do you change a fine mark to a broad mark?



Oracy and Vocabulary.

Task 2:
Tick the word that describes how you feel about using the brush to make different marks with paint.

say say Explain how you feel to a partner and explain why you feel this way.

 surprised	 disappointed	 excited	 glum
--------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------


say say Explain to your partner what the dip, dip, dab method is.

Write some sentences to explain how you felt about using this method.
surprised and excited

Exploration:

Do you have to press harder to make a wider mark with the brush?

How do you change a fine mark to a broad mark?



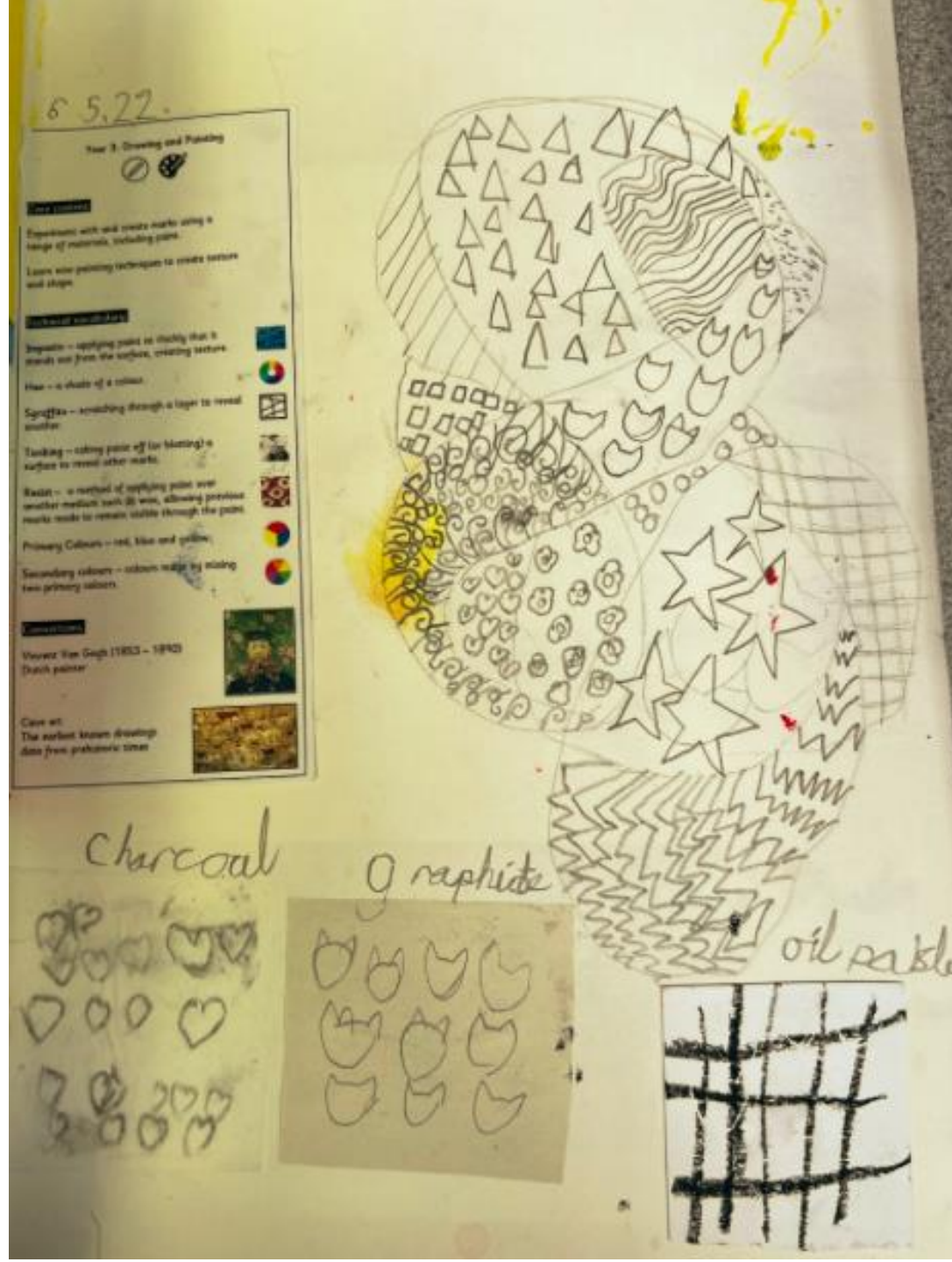
An example of the Year 1 and 2 Art evaluation



Impact



Example Year 3 and 4
Work



Example Year 3 and 4
Work