

# SANDY LANE PRIMARY SCHOOL

# ART AND DESIGN CURRICULUM







sculpture and collage



expression and evaluation of art

## ART AND DESIGN CURRICULUM AT SANDY LANE PRIMARY SCHOOL

#### Intent

At Sandy Lane Primary School we value and encourage children to explore and develop their creativity. We dedicate time and resources to foster and nurture skills, in order that children have the best opportunities to unlock their creative potential. This is delivered through our 'Magic Monday', where by all children start the week with positive creative experiences.

Where possible we build strong links to other curricular areas to give projects purpose and meaning. We also plan for progression across our phases, to ensure children build on their skills. Children are given opportunities to develop within a variety of different techniques including drawing, painting and sculpture. Learners will also develop their knowledge of famous artists, designers and craft makers.

All children will be provided with a broad and balanced art curriculum which reflects the equality and diversity policies and practice in schools.

## **Implementation**

Art is taught as a part of our Learning for Life Curriculum, with links made to the topic and other subject areas. As a whole school, we start our week with 'Magic Mondays', which gives children a quality amount of time to produce pieces of work they can be proud of.

We plan for children to explore different artists to develop their own views upon the art world and become inspired; to experiment with different artistic disciplines, techniques and media; from this they will build skills and through support and modelling from staff; finally children will begin evaluate their work, reflecting of the journey they have taken.

Each childin KS1 and KS2 has their own sketch book, which shows a clear progression of the skills they are developing for that halfterm and throughout the year. Within each class, there is a display dedicated for the Learning for Life topic, where art work is displayed. Work is also displayed around school for everyone to admire and to encourage children to feel proud of their outcomes.

Teachers use highly effective assessment for learning through all lessons and regularly complete assessment grids to monitor progress and inform planning.

Art themes link to The Big Idea, which is accessible to learners at all levels, encouraging children to discuss, share and ask questions about Art, promoting curiosity and deepening learning.

The whole school art and design overview is followed. each Magic Monday will focus on one or more of our four concepts:







Sculpture and collage



Expression and evaluation of art

Magic Monday lessons will combine increasing knowledge of the concept being taught through building upon previous learning, developing resilience of motor skills, alongside enriching the half termly topic.

**Impact** 

As a result of our clear skills progression, topic planning and quality teaching and learning:

- Children have a growing knowledge of a range of artwork and artists.
- Children are able to generate their own ideas.
- Children value their own ideas and those of others.
- Pupils will work with a range of different media and art materials.
- Children will learn and try a variety of skills involving a wide range of art techniques
- Grow their skills in a range of disciplines.
- Have the ability to evaluate and constructively critique their work.

Overall, our children will be enthusiastic Art learners and understand how important art is in the world. We want to empower our children so they understand they have the capability to change our world.

## ART AND DESIGN NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

#### **EYFS**

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum taught in the rest of the school. Level expected at the End of EYFS: Expressive Arts and Design

#### Creating with Materials ELG:

- 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

#### Physical Development Fine

#### Motor Skills ELG:

- hold a pencil effectively in preparations for fluent writing using the tripod grip in almost all cases
- use a range of small tools, including scissors, paint, brushes and cutlery
- begin to show accuracy and care when drawing

#### **KS1 National Curriculum**

#### 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

#### KS2 National Curriculum

#### 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
- · 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

#### The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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

Activities & Concepts: Techniques Line, Shape, Look Explore Play Explore Pattern, Play Discover Try Secondary Share Colours, 2d, Know Sketch Cobservational Sketchbook Drawing, Drawing Experimental Exercise Drawing, Mark Making Collect Draw Imagination, Make Print Figurative, Print Landscape, Print Cut Life, Tear Architecture, Scick Sculpture, Collage Maquette, Materials: Max Soft Pastel Chalk Poster Paint	Tools: Scissors, Brushes, Palettes, Rollers, Hands Approaches: Scale (What size will work best?), Alone (Will you work best alone?), Small Group (Work together), Class (A shared project), Practice (Repeat an activity to practice	Activities & Techniques  Look Explore Play Enjoy Discover Experiment Try Share Know Draw Sketch Make Notes Sketchbook Drawing Exercise Mark Making Collect Drawing what you See Draw Make Paint	Materials: Pencil Pen Graphite Charcoal Wax Soft Pastel Chalk Oil Pastel Poster Paint Acrylic Paint Watercolour Card Foamboard Carbon paper Paper Sugar Paper Fabric String Thread	Concepts: Starting Point Line Shape Dark & Light Pattern Texture Relief Decorate Colour Mixing Colour Wheel Primary Colours Secondary Colours 2d 3d Positive and Negative Observational Drawing Experimental Drawing	Tools: Scissors Pliers Brushes Palettes Rollers Hands Approaches: Scale (What size will work best?) Alone (Will you work best alone?) Small Group (Work together) Class (A shared project) Practice (Repeat an activity to practice skills)	Activities & Techniques Look Explore Play Enjoy Discover Experiment Try Share Know Draw Sketch Make Notes Sketchbook Drawing Exercise Mark Making	Materials: Pencil Pen Graphite Charcoal Wax Soft Pastel Chalk Oil Pastel Poster Paint Acrylic Paint Watercolour Card Foamboard Carbon paper	Concepts: Starting Point Line Shape Dark & Light Pattern Texture Relief Decorate Colour Mixing Colour Wheel Primary Colours Secondary Colours 2d 3d	Tools: Scissors Pliers Needles Brushes Palettes Rollers Hands	Approaches:  Scale (What size will work best?)  Alone (Will you work bestalone?)  Small Group (Work together)  Class (A shared project)  Practice (Repeat an active to practice skills)  Explore (Try new things without knowing what toutcome might be)
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# SANDY LANE PRIMARY SCHOOL ART AND DESIGN OVERVIEW

Year A	EYFS	KS1	LKS2	UKS2
	Marvelous Me	Toy Story	Time Travelers	Amazing Adventures in Other Worlds
	Judith Braun- Finger Prints	Andy Warhol- Print	Stone Age Art	Kate Shaw- Mixed Media landscapes
Autumn				
	To Infinity and Beyond	Wonderful World	Minotaurs, Myths and Mazes	Year 6 and the Temple of Doom
	Van Gough- Starry Night	Clay Igloo		Exploring different artists and their use of line
Spring				Page 14
	Curious Critters Andy Goldsworthy- Printing	Wonderful World Henri Rousseau inspired 3D forest	Giants	We are Warriors Alexander Calder/David Oliveira/Sophie Cave Scupture
Summer				

Year B	EYFS	KS1	LKS2	UKS2
	Marvelous Me Judith Braun- Finger Prints	Into The Wild  Paul Klee- Paint and Collage	Wilderness Explorers Julia Watkins- Drawing/painting	To Infinity and Beyond Louise Bourgeois-Tunnel Through the Door
Autumn				
	To Infinity and Beyond  Van Gough- Starry Night	Pre-Historic Predators  Damien Hirst- Sculpture- Dinosaur eye	Great British Innovators Chocolate Monster- Clay	Wonders of the World  Van Gough- Popular Trees/ Sam Cannon- Surround Yourself

Spring			The Chocolate Monster  Pip Jones  Latin Hughes	
	Curious Critters Andy Goldsworthy- Printing	Explore, rescue, protect Hokusai- Printing	Incredible Journey Romans-Mosaic Printing	First, Furthest, Fastest
Summer				

# PROGRESSION OF KNOWLEDGE AND SKILLS

# Drawing

KS1 LKS2 UKS2 Children build on their experimenting in EYFS and begin to explore Children build on the skills developed in KS1 and develop their Children continue to use a variety of drawing tools but are knowledge of drawing by continuing to use a variety of drawing different techniques involved in drawing such as shading, thick introduced to new techniques. They become more confident in and thin lines, patterns and shapes as well as using different tools from KS1. They are introduced to new ways of making techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their surfaces to draw on. Children are also exposed to using effect through tone, texture, light and shadow. They have the different materials to draw with such as pencils, felt tips, opportunity to use vocabulary learned in KS1 accurately, e.g. sketching books to improve their drawing skills. charcoal, crayons, chalk and pastels. shading, thick and thin. KS2 Art and Design National Curriculum KS1 Art and Design National Curriculum KS2 Art and Design National Curriculum To become proficient in drawing techniques. To become proficient in drawing techniques. To become proficient in drawing techniques. To improve their mastery of art and design techniques, To improve their mastery of art and design techniques, To use drawing to develop and share their ideas, experiences including drawing, with a range of materials. and imagination. including drawing, with a range of materials. Children can: Children can: Children can: choose different materials to draw, for example pencils, pastels, experiment with showing line, tone and texture with chalk, felt tips and biro pen and select the most appropriate draw lines of varying thickness different hardness of pencils use dots and lines to demonstrate pattern and texture choose a variety of techniques to add effects, e.g. hatching and cross-hatching; scumbling, stippling, contour, blending and use shading to show light and dark use different materials to draw, for example pencil, pastels, smudging chalk, felt tips use different materials to draw, for example pencils, pastels, chalk, felt tips, cocktail sticks, opposite end of create a colour wheel using pencil crayons pencils, wax crayons Use of techniques to add effects such as shadows and reflections Use techniques such as perspective to create distance show an awareness of space when drawing

Painting		
KS1	LKS2	UKS2
Children build on their experimenting in EYFS and can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.	Children build on the skills developed in KS1 and continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.	Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately. Children are more expressive with colour, associating colours with moods/hot and cold colours.
KS1 Art and Design National Curriculum  To use painting to develop and share their ideas, experiences and imagination.	KS2 Art and Design National Curriculum  To improve their mastery of art and design techniques, including painting with a range of materials.	KS2 Art and Design National Curriculum  To become proficient in painting techniques.  To improve their mastery of art and design techniques,
<ul> <li>Children can:</li> <li>name the primary and secondary colours</li> <li>experiment with different brushes (including brushstrokes) and other painting tools</li> <li>mix primary colours to make secondary colours</li> <li>add white and black to alter tints and shades</li> </ul>	<ul> <li>Children can:</li> <li>use varied brush techniques to create shapes, textures, patterns, effects and lines with paint</li> <li>use a range of paint (acrylic, ready mix paint, water colours) to create visually interesting pieces</li> </ul>	<ul> <li>including painting with a range of materials.</li> <li>Children can:</li> <li>create a colour wheel using paint and mixing technique</li> <li>use a range of paint (acrylic, ready mix paint, water colours) to create visually interesting pieces</li> <li>create different textures and effects with paint</li> </ul>

Add more detail to observational drawings.

develop an understanding of colour theory in order to select

		appropriate colours.
	mix colours effectively using the correct language, e.g. tint, shade, primary and secondary	
		Printing using paint
Printing using paint	Printing using paint	Children can:
Children can:	Children can:	use mono printing for effect
copy an original print	use more than one colour to layer in a print	replicate patterns from observations
use a variety of materials, e.g. sponges, fruit, blocks	<ul> <li>replicate patterns from observations</li> </ul>	
demonstrate a range of techniques, e.g. stamping and	make repeated prints with precision	
rubbing	• demonstrate a range of techniques, e.g. stamping, rolling, bubble wrap stamping, hessian rubbing, cling film and sea salt printing	

Sculpture and collage		
KS1	LKS2	UKS2
Children build on their experimenting in EYFS and have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.	Children build on the skills developed in KS1 and still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.	Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different too with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.
KS1 Art and Design National Curriculum	KS2 Art and Design National Curriculum	
To use sculpture to develop and share their ideas, experiences and imagination.	To improve their mastery of art and design techniques, including sculpting with a range of materials.	KS2 Art and Design National Curriculum  To become proficient in sculpting techniques.
Children can:	Children can:	To improve their mastery of art and design techniques, including sculpting with a range of materials.
<ul> <li>use a variety of natural, recycled and manufactured materials for sculpting,</li> </ul>	<ul><li>cut, make and combine shapes</li><li>use clay</li></ul>	Children can:
<ul> <li>use a variety of techniques - rolling, cutting, pinching,</li> </ul>	add materials to the sculpture to create detail and texture	plan and design a sculpture
scrunching, tearing	develop cutting and joining skills, e.g. using clay tools such as using wire, coils, slabs and slips	<ul> <li>use tools and materials to add shape, add texture and pattern</li> </ul>
<u>Collage</u>	acing time, cone, class and enpe	develop cutting and joining skills
Children can:	Collage	
<ul> <li>use a combination of materials that have been cut, torn</li> </ul>	Children can:	
and glued	select colours and materials to create effect, giving	Collage
sort and arrange materials	reasons for their choices	Children can:
	learn and practise a variety of techniques,	add collage to a painted or printed background
	use a range of mixed media	<ul> <li>create and arrange accurate patterns</li> <li>use a range of mixed media</li> </ul>
		<ul> <li>use a range of finized fredia</li> <li>plan and design a collage</li> </ul>
		<ul> <li>learn and practice a variety of techniques</li> </ul>



# Expression and evaluation of art

KS1 LKS2 UKS2

Children build on their experimenting in EYES and have the Children continue to study the works of artists. They have more Children continue to learn from the

Children build on their experimenting in EYFS and have the opportunity to learn from the works of artists, studying their techniques and processes. They will be exposed to a range of different artists throughout KS1.

KS1 Art and Design National Curriculum

To understand the work of a range of describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Children can:

- describe the work of artists
- · express an opinion on the work of artists
- use inspiration from artists to create their own work and compare

Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.

KS1 Art and Design National Curriculum Exploring their ideas and recording experiences.

#### Children can:

- share their ideas, experiences and imagination
- make links between their work and work of other artists (similarities and differences)

Children continue to study the works of artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists

KS2 Art and Design National Curriculum

To continue to develop their understanding of the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Children can:

- use inspiration from artists to replicate a piece of work
- reflect upon their work inspired by an artist
- offer facts about the lives of artists they have studied
- express an opinion on the work of artists

Children continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.

KS2 Art and Design National Curriculum

Record their observations and use them to review and revisit ideas.

#### Children can:

- adapt and refine ideas
- evaluate and analyse creative works of the 'artist in the spotlight'
- · evaluate and analyse their own creative works
- evaluate and analyse creative works of their peers

Children continue to learn from the works of artists. Children comment on the work of famous artists and name their pieces of work.

KS2 Art and Design National Curriculum

To further develop their understanding of the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.

#### Children can:

- give detailed observations about artists' work
- · offer facts about the lives of artists they have studied
- reflect upon their work inspired by an artist in detail
   Children start collecting more information and resources to present. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.

KS2 Art and Design National Curriculum

Record their observations and use them to review and revisit ideas.

#### Children can:

- review and revisit ideas
- offer feedback using technical vocabulary
- think critically about their art and design work
- use digital technology as sources for researching
- evaluate and analyse creative works of the 'artist in the spotlight'
- compare/evaluate and analyse their own creative works
- evaluate and analyse creative works of their peers