



SANDY LANE PRIMARY SCHOOL

ART AND DESIGN CURRICULUM



drawing



painting



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 child in KS1 and KS2 has their own sketch book, which shows a clear progression of the skills they are developing for that half term 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:



Drawing



Painting



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

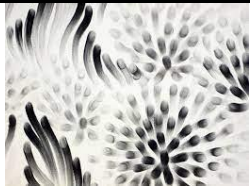





The national curriculum for art and design aims to ensure that all pupils by the end of year 6:





- 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



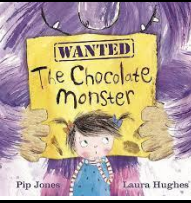




Art Vocabulary

KS1			LKS2				UKS2				
Activities & Techniques Look Explore Play Enjoy Discover Try Share Know Draw Sketch Sketchbook Drawing Exercise Mark Making Collect Drawing what you See Draw Make Paint Print Fold Cut Tear Stick Collage Materials: Pencil Pen Graphite Charcoal Wax Soft Pastel Chalk Poster Paint Watercolour Card Paper Sugar Paper Fabric String Thread PVA Glue Sticks Digital Media Camera Photograph Video Modroc Clay Plasticine Quick Print Foam	Concepts: Line, Shape, Dark & Light, Pattern, Texture, Primary Colours, Secondary Colours, 2d, 3d, Positive and Negative, Observational Drawing, Experimental Drawing, Primary Source, Secondary Source, Imagination, Memory, Figurative, Landscape, Portrait, Still life, Architecture, Sculpture, Maquette, Model, Space,	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 skills), Explore (Try new things without knowing what the outcome might be)	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 Print Monoprinting Fold Cut Tear Stick Collage Combine Transform Manipulate Dissect Reconstruct Animate Layering Sew Mixed Media	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 PVA Glue Sticks Digital Media Camera Photograph Video Modroc Clay Plasticine Wire Quick Print Foam	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 Intention Gesture Primary Source Secondary Source Imagination Memory Figurative Landscape Portrait Still life Architecture Sculpture Maquette Armature Model Space Design Typography Open-ended Creative Response Visual Literacy Design through Making Fashion	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) Explore (Try new things without knowing what the outcome might be) Revist (Revist previous experiences in new contexts) Purpose (What is it for? E.g. personal wellbeing, social benefit community cohesion design)	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 Observe Draw Make Paint Print Monoprinting Fold Cut Tear Stick Collage Combine Transform Manipulate Dissect Reconstruct Animate Layering Sew Mixed Media	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 PVA Glue Sticks Digital Media Camera Photograph Video Modroc Clay Plasticine Wire Found Objects Quick Print Foam	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 Intention Gesture Stimuli Primary Source Secondary Source Imagination Memory Figurative Landscape Portrait Still life Architecture Sculpture Maquette Armature Model Space Design Typography Open-ended Creative Response Visual Literacy Design through Making Fashion Relationships to other Artforms Aesthetic Set Design Puppetry	Tools: Scissors Pliers Needles 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) Explore (Try new things without knowing what the outcome might be) Revist (Revist previous experiences in new contexts) Purpose (What is it for? E.g. personal wellbeing social benefit, community cohesion, design), Creative Risk Taking v Playing Safe (Which feels right for me?)


SANDY LANE PRIMARY SCHOOL ART AND DESIGN OVERVIEW


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

PROGRESSION OF KNOWLEDGE AND SKILLS

 Drawing		
KS1	LKS2	UKS2
<p>Children build on their experimenting in EYFS and begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> draw lines of varying thickness use dots and lines to demonstrate pattern and texture use different materials to draw, for example pencil, pastels, chalk, felt tips 	<p>Children build on the skills developed in KS1 and develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> experiment with showing line, tone and texture with different hardness of pencils use shading to show light and dark use different materials to draw, for example pencils, pastels, chalk, felt tips, cocktail sticks, opposite end of pencils, wax crayons show an awareness of space when drawing 	<p>Children continue to use a variety of drawing tools but are introduced to new techniques. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> choose different materials to draw, for example pencils, pastels, chalk, felt tips and biro pen and select the most appropriate choose a variety of techniques to add effects, e.g. hatching and cross-hatching; scumbling, stippling, contour, blending and smudging create a colour wheel using pencil crayons Use of techniques to add effects such as shadows and reflections Use techniques such as perspective to create distance Add more detail to observational drawings.

 Painting		
KS1	LKS2	UKS2
<p>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.</p> <p>KS1 Art and Design National Curriculum To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> name the primary and secondary colours experiment with different brushes (including brushstrokes) and other painting tools mix primary colours to make secondary colours add white and black to alter tints and shades 	<p>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.</p> <p>KS2 Art and Design National Curriculum To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> use varied brush techniques to create shapes, textures, patterns, effects and lines with paint use a range of paint (acrylic, ready mix paint, water colours) to create visually interesting pieces 	<p>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.</p> <p>KS2 Art and Design National Curriculum To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> create a colour wheel using paint and mixing technique use a range of paint (acrylic, ready mix paint, water colours) to create visually interesting pieces create different textures and effects with paint develop an understanding of colour theory in order to select

		appropriate colours.
<p><u>Printing using paint</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • copy an original print • use a variety of materials, e.g. sponges, fruit, blocks • demonstrate a range of techniques, e.g. stamping and rubbing 	<ul style="list-style-type: none"> • mix colours effectively using the correct language, e.g. tint, shade, primary and secondary <p><u>Printing using paint</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • use more than one colour to layer in a print • replicate patterns from observations • make repeated prints with precision • demonstrate a range of techniques, e.g. stamping, rolling, bubble wrap stamping, hessian rubbing, cling film and sea salt printing 	<p><u>Printing using paint</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • use mono printing for effect • replicate patterns from observations

 Sculpture and collage		
KS1	LKS2	UKS2
<p>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.</p> <p>KS1 Art and Design National Curriculum</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • use a variety of natural, recycled and manufactured materials for sculpting, • use a variety of techniques - rolling, cutting, pinching, scrunching, tearing <p><u>Collage</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • use a combination of materials that have been cut, torn and glued • sort and arrange materials 	<p>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.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • cut, make and combine shapes • use clay • add materials to the sculpture to create detail and texture • develop cutting and joining skills, e.g. using clay tools such as using wire, coils, slabs and slips <p><u>Collage</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • select colours and materials to create effect, giving reasons for their choices • learn and practise a variety of techniques, • use a range of mixed media 	<p>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 tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> • plan and design a sculpture • use tools and materials to add shape, add texture and pattern • develop cutting and joining skills <p><u>Collage</u></p> <p>Children can:</p> <ul style="list-style-type: none"> • add collage to a painted or printed background • create and arrange accurate patterns • use a range of mixed media • plan and design a collage • learn and practice a variety of techniques



Expression and evaluation of art

KS1	LKS2	UKS2
<p>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.</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> describe the work of artists express an opinion on the work of artists use inspiration from artists to create their own work and compare <p>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.</p> <p>KS1 Art and Design National Curriculum Exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> share their ideas, experiences and imagination make links between their work and work of other artists (similarities and differences) 	<p>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</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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 <p>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.</p> <p>KS2 Art and Design National Curriculum Record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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 	<p>Children continue to learn from the works of artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>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.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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 <p>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.</p> <p>KS2 Art and Design National Curriculum Record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> 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