



Art and Design

at Liscard Primary School





Art and Design



Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum and the Early Years Foundation Stage. The intent is to ensure all pupils produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected skills, e.g. collage, printing, weaving and patterns. Children will also develop their **knowledge of famous artists, designers and craft makers**. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. In early years, children will have access to structured continuous provision, which will allow them to access art and design resources within an environment that supports creativity and exploration. This progression overview can support any subject leader or teacher of art to ensure progression of skills and knowledge.

Implementation

Each MTP comes with a clear overview to give the teacher and adults leading art confidence in progression of skills and knowledge and that outcomes have been met. Each key stage focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons we have suggested 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. Children should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We have suggested a specific series of lessons for each year group, which will offer structure and narrative.

Impact

Art and design learning is loved by teachers and pupils across school. Teachers have higher expectations and more quality evidence can be presented in a variety of ways. All children use technical vocabulary accurately and pupils are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work and giving their opinion on their own and other works of art. Children show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their art and design work and their skills.

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DEVELOPMENT MATTERS

Birth to Three	Three and Four-Year-Olds	Children in Reception
<p>Physical Development:</p> <ul style="list-style-type: none"> ● Develop manipulation and control. ● Explore different materials and tools. <p>Expressive Art and Design:</p> <ul style="list-style-type: none"> ● Notice patterns with strong contrasts and be attracted by patterns resembling the human face. ● Start to make marks intentionally. ● Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. ● Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. ● Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. ● Use their imagination as they consider what they can do with different materials. ● Make simple models which express their ideas. 	<p>Physical Development:</p> <ul style="list-style-type: none"> ● Use large-muscle movements to wave flags and streamers, paint and make marks. ● Choose the right resources to carry out their own plan. ● Use one-handed tools and equipment, for example, making snips in paper with scissors. ● Use a comfortable grip with good control when holding pens and pencils. <p>Expressive Art and Design:</p> <ul style="list-style-type: none"> ● Explore different materials freely, in order to develop their ideas about how to use them and what to make. ● Develop their own ideas and then decide which materials to use to express them. ● Join different materials and explore different textures. ● Create closed shapes with continuous lines, and begin to use these shapes to represent objects. ● Draw with increasing complexity and detail, such as representing a face with a circle and including details. ● Use drawing to represent ideas like movement or loud noises. ● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. ● Explore colour and colour mixing. 	<p>Physical Development:</p> <ul style="list-style-type: none"> ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Develop overall body-strength, balance, coordination and agility. <p>Expressive Art and Design:</p> <ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills.

EARLY LEARNING GOALS

Physical Development:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Expressive Art and Design:

- 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.

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

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.

Knowledge, skills and understanding breakdown of art							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing 	<ul style="list-style-type: none"> ● Can you experiment with making marks? ● Can you use different resources and equipment to make marks (such as pens, pencils, paints, tools in sand and fingers in foam)? ● Can you draw lines and shapes to represent different objects? ● Can you experiment with ways to create different textures? ● Can you safely use and explore mark-making tools, materials and techniques? ● Can you create simple representations of events, people and objects using marks and lines? ● Can you use drawing to represent ideas, thoughts and feelings as well as sounds and movement? ● Can you hold pens and pencils using a comfortable grip and good control? ● Can you add details to your drawings? 	<ul style="list-style-type: none"> ● Can you explore mark-making? ● Can you use pencils to create lines of different thickness in drawings? ● Can you begin to explore a variety of different materials? ● Can they draw using pencils? ● Can you show how people are feeling in drawings? ● Can you undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing? 	<ul style="list-style-type: none"> ● Can you choose and use three different grades of pencil when drawing? ● Can you use charcoal, pencil and pastel to create art? ● Can you develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal? ● Can you use a viewfinder to focus on a specific part of an artefact before drawing it? ● Can you use patterns and texture in your drawings? 	<ul style="list-style-type: none"> ● Can you make larger scale drawing from observation and imagination? ● Can you use sketches to produce a final piece of art? ● Can you use different grades of pencil to show different tones and textures? ● Can you show facial expressions in your drawings? ● Can you apply and build upon mark-making skills previously learnt, thinking about how certain combinations affect the outcome? 	<ul style="list-style-type: none"> ● Can you use sketchbooks to show facial expressions and body language in sketches? ● Can you continue to familiarize with sketchbook / drawing exercises? ● Can you use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing? ● Can they explain why they have chosen specific materials to draw with? 	<ul style="list-style-type: none"> ● Can you identify and draw objects and experiment with marks and lines to produce texture in sketchbooks? ● Can you experiment with shading to create mood and feeling in sketchbooks? ● Can you organise line, tone, shape and colour to represent figures and forms in movement? ● Can you explore the relationship between line, tone, shape and colour? 	<ul style="list-style-type: none"> ● Can you explore sequential drawing and narrative? ● Can you explain why you have chosen specific techniques to create their art? ● Can they explain why they have chosen specific drawing techniques and tools? ● Can you create drawings to show perspective?

Knowledge, skills and understanding breakdown of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Painting</p> 	<ul style="list-style-type: none"> • Can you experiment with colours and explore how they can be changed? • Can you explore what happens when you mix different colours? • Can you choose a colour for a particular purpose? • Can you use paint to represent your own ideas, thoughts and feelings? • Can you use marks, brush strokes and colours to explore and represent feelings and emotions? 	<ul style="list-style-type: none"> • Can they name primary and secondary colours? • Can you show how people are feeling in paintings? • Can you create moods in artwork? • Can they choose to use thick and thin brushes when appropriate? 	<ul style="list-style-type: none"> • Can you mix paint to create all the secondary colours? • Can you create brown with paint? • Can you create tones with paint by adding black? • Can you create tints with paint by adding white? • Can you explore painting on different surfaces? 	<ul style="list-style-type: none"> • Can you create a background using a wash? • Can you use a range of brushes to create different effects in painting? • Can you explore painting on new surfaces, using paint as decoration? 	<ul style="list-style-type: none"> • Can they create all the colours they need? • Can they accurately use shading in their paintings to show mood? 	<ul style="list-style-type: none"> • Can you use watercolour to create line, tone, shape and colour to represent movement? • Can you create a range of moods in your paintings? 	<ul style="list-style-type: none"> • Can you explain why you have chosen specific techniques to create their art? • Can they explain what their own style is? • Can you explain why you have used different tools in your painting?

Knowledge, skills and understanding breakdown of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Printing</p> 	<ul style="list-style-type: none"> • Can you explore colour and patterns through printing? • Can you explore different ways of making marks, using a variety of tools to print and do rubbings on different surfaces? • Can you manipulate materials to achieve a planned effect? • Can you safely use and explore materials, tools and techniques used for printing? • Can you choose colours for a particular purpose? 	<ul style="list-style-type: none"> • Can you create a simple repeating pattern in print? • Can you explore simple printmaking? • Can you explore pattern, line, shape and texture? • Can you search out found objects to be used as tools to press into plasticine to create texture? 	<ul style="list-style-type: none"> • Can you create a printed piece of art by pressing, rolling, rubbing and stamping? • Can you explore simple mono printing techniques? • Can you create a print inspired by an artist/ designer/ craft maker? 	<ul style="list-style-type: none"> • Can you explore printing through repeated patterns? • Can they create a two colour print? • Can you recognise when art is from different cultures? 	<ul style="list-style-type: none"> • Can you print onto different materials using at least four colours? • Can you print using at least four different colours? • Can you use marks and lines to show texture in your print? • Can you create an accurate print design? 	<ul style="list-style-type: none"> • Can you create an accurate print design based on given criteria? • Can you confidently investigate and explore new materials? 	<ul style="list-style-type: none"> • Can you over print to create different patterns? • Can you explore geometric design/ pattern/ structure through printing? • Can you look very carefully at the materials you use and make decisions about the effectiveness of your printing methods?

Knowledge, skills and understanding breakdown of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>3D/Sculpture</p> 	<ul style="list-style-type: none"> Can you construct with a purpose in mind, using and manipulating a variety of resources (such as playdough, junk modelling and building blocks)? Can you use simple tools and techniques competently and appropriately to create 3D models and constructions? Can you select appropriate resources and adapt work where necessary? Can you select tools and techniques needed to shape, assemble, and join materials you are using? Can you join different materials using various resources and techniques (such as glue, tape, masking tape, parcel tape, string etc)? 	<ul style="list-style-type: none"> Can you cut, roll and coil materials? Can you use basic tools to help deconstruct and then construct? Can you explore, discover and invent ways for 2d to transform into 3d sculpture? Can you explore modelling materials? 	<ul style="list-style-type: none"> Can you make a clay pot? Can you join two clay finger pots together? Can you explain how 2d can become 3d? Can you mould clay to meet given criteria? Can they manipulate malleable materials in a variety of ways? Can you explore line, texture and shape through 3D forms? 	<ul style="list-style-type: none"> Can you explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture? Can they use papier mache to create a simple 3D object? Can you use paper and tape to explore modelling? Can you explore how best to manipulate and fasten materials together? Can you add texture to a piece of work? 	<ul style="list-style-type: none"> Can you sculpt clay and mouldable materials? Can you experiment with and combine materials and processes to design and make 3D form? Can you construct a variety of materials, exploring how to bring different media together? 	<ul style="list-style-type: none"> Can you express emotion in your art through a 3D approach? Can you plan a sculpture through drawing and other preparatory work? Can you explore the relationship between sculpture and design through a sketchbook project? Can you combine and construct with a variety of materials, including modelling and paint? 	<ul style="list-style-type: none"> Can you explain why you have used different tools to create your sculpture? Can you explore transformation of materials following your own journey to produce an object? Can you create work which is open to interpretation by the audience? Can you plan a sculpture through drawing and other preparatory work?

Knowledge, skills and understanding breakdown of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Digital Processes</p> 	<ul style="list-style-type: none"> Can you use simple programs and interactive software to explore mark-making and drawing? Can you use iPads or digital cameras to take photographs of your models, constructions and artwork? 	<ul style="list-style-type: none"> Can you use IT to create a picture? Can you use a simple painting program to create a picture? Can you use tools in a painting package? 	<ul style="list-style-type: none"> Can you use different effects with an IT paint package? Can you use simple IT mark-making tools? Can you edit your own work and make changes? Can you create a picture independently? 	<ul style="list-style-type: none"> Can you use IT to create art which includes their own work and that of others? Can you use digital media and combine with other media in your art? Can you use printed images taken by yourself? 	<ul style="list-style-type: none"> Can you integrate your digital images into your art? Can you combine different media including digital text and images? 	<ul style="list-style-type: none"> Can you use images which they have created, scanned and found? Can you alter and manipulate using IT where necessary to create art? Can you take effective images? Can they create digital images with animation, video and sound to communicate their ideas? 	<ul style="list-style-type: none"> Can you use a range of e-resources to create art? Can you use digital software to create effective pieces of art?

Knowledge, skills and understanding breakdown of art

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p> 	<ul style="list-style-type: none"> • Can you describe textures? • Can you talk about how colours can be changed and what happens when they are mixed? • Can you name simple tools and equipment and use them safely? • Can you explain the artistic process that you have used when creating something? 	<ul style="list-style-type: none"> • Can you describe what you can see and give an opinion? • Can you describe what you like and dislike about a piece of work? • Can you ask questions about a piece of art? 	<ul style="list-style-type: none"> • Can you suggest how artists have used colour, pattern and shape? • Can you create a piece of artwork in response to the work of another artist? • Can you discuss likes and dislikes about your own work and others? 	<ul style="list-style-type: none"> • Can you identify the techniques used by different artists? • Can you recognise when art is from different historical periods? • Can you compare techniques used by different artists? • Can you explore work from different cultures? 	<ul style="list-style-type: none"> • Can you explain some of the features of art from historical periods? • Can you experiment with the styles of different artists? • Can you understand how artists develop their specific techniques? 	<ul style="list-style-type: none"> • Can you research the work of an artist and use their work to replicate their style? • Can you know and describe the work of some artists, craftspeople, architects and designers? • Can you talk about the materials, techniques and processes you have used, using an appropriate vocabulary? 	<ul style="list-style-type: none"> • Can you explain why you have used different tools to create art? • Can you explain the style of your work and how it has been influenced by a famous artist? • Can you understand what a specific artist is trying to achieve in any given situation and what message they're trying to convey? • Can you know which media to use to create maximum impact? • Can you use feedback to make amendments and improvements to their art?

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							
Artists/Makers	<p>Andy Goldsworthy Yayoi Kusama Henri Rousseau Rangoli Patterns/Melissa McCracken</p>	<p>Angela Wakefield - colour and Pattern Paul Lung – Observational drawings Pablo Picasso – Moods and feelings</p>	<p>William S Rice - Colour and Pattern Betty Woodman - 3D Experience William Morris Saya Woolfalk – masks Alberto Seveso – Photo editor</p>	<p>Edward Munch - Drawing Issey Miyake - Sculpture Robert Wu - Printing Philip Treacy – Poppy hats</p>	<p>Don Reitz - 3D Experience Francis Sam Lembark - Pattern Jeff Koons – comparisons sculptures Oenone Hammersley – Printing</p>	<p>Ian Fennelly - Drawing/Digital Processes Scott Eaton Steven Wiltshire - Printing/Drawing Richard Stainthorp - Sculpture</p>	<p>Keith Haring - 3D experience/Digital Processes Hassan Massoudy - Texture Patrick Hughes – Perspective</p>