

Art & Design

Intent & Implementation

At Wingrave Church of England School, we want pupils to experience, appreciate Art & Design whilst experimenting with their own creative abilities and talents. All the elements of Art & Design provide a window into all areas of the wider curriculum including insight into culture, religion, history and emotional/spiritual expression. The ability to think creatively to meet a need or solve a problem is a crucial part of learning and our school vision. As the most practical area of the curriculum, and often an invaluable experience for those children who struggle or are less keen on academic subjects, we provide regular opportunities to create, build, draw, paint, shape and invent across the curriculum, keeping it broad and engaging for all children.

In contrast, we recognise that not everyone believes themselves to be creative, artistic or practical and therefore, as our Art & Design curriculum progresses through the school, we build upon a variety of material and technique based strands so that all children can develop skills and have the satisfaction of producing something they are proud of. Meanwhile those children who are more confident in practical skills can be challenged and extended with a variety of tools and materials.

In both Art and Design & Technology based lessons, we use a process that begins with inspiration, then observing & developing skills, before critiquing/improving techniques and finally creating something personal and new. Our Art & Design learning is rooted but not limited to our curriculum topics but we always aim to connect knowledge and understanding with the inspiration for a given project or process.

Creative opportunities also feature highly across our Home Learning provision to encourage the children to explore their own interests and ideas, but to also enjoy the social and collaborative nature of a creative or design process.

We have designed our Art and DT curriculum so that our learners:

- Develop a passion for and appreciation of art
- Are provided with meaningful opportunities to express their creativity, acquire new skills as well as fine-tuning existing skills
- Reflect on pieces of art from different stimuli and are provided with opportunities to freely voice their thoughts and questions
- Are exposed to arrange of cultural and historical movements that are meaningful to the society we live in
- Can explore topical issues through the use of art and DT such as deforestation, recycling and pollution.

Implementation

- Progressively so that it begins in the Early Years, where children are taught the foundations of art skills, along with fine motor
- Having our own Art and DT curriculum allows the children to explore art and DT that links to their subjects and enhances their learning further.

- Children to be exposed to a variety of artist where they will be compared and examined and then implemented into their own work.
- So that pupils actively participate in a range of art skills and tasks which are taught in blocks and relevant to each year groups particular themes, adding context to learning
- Allowing children to become artists who are exposed to working with a wide variety of artistic materials
- So that work and artistic talent can be showcased across the school, from the progression of skills within sketchbooks each year, to work on display within classrooms and across the school's communal areas and corridors

Impact

As a result of the Art and DT curriculum at Wingrave CE School:

- Our children creating high-quality pieces of art that meet the learning objectives
- Our children's application of skills in other areas of the curriculum, showing that the knowledge and understanding of these are embedded. This includes opportunities where pupils are given freedom and can showcase their talent
- Our children's ability to provide feedback through peer assessment
- Our children can self-reflect and assess their own work
- The progression of skills with the children's sketchbooks
- Pupil voice where children can articulate their growing understanding of theories and practical aspects, as well as sharing their understanding of artists

Model we follow

For art and DT, we follow the same learning model to get the most out of our creative skills.

Lesson 1 – we research, annotate and compare different pieces of art, artistic work or creations. Look at and discuss knowledge organiser

Lesson 2 – We learn the skills for that topic, for example; sketching, sewing techniques or painting

Lesson 3 – Developing those skills further in the style of the artist.

Lesson 4 – Planning a final piece or product using skills that have been learnt

Lesson 5 – Creating our final piece using the skills and style that has been learnt. (May take more than one lesson)

Lesson 6 – evaluating our work against the criteria and plan



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Matthew 13:31-32

EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The early years outcomes are prerequisite skills for all subjects within the national curriculum.

The table below outlines the most relevant Early Years outcomes from the Development Matters 2021, brought together from different areas of the Early Years Foundation Stage.

The most relevant Early Years outcomes for Art are taken from the following areas of learning:

- Expressive Arts and Design
- Physical Development
- Literacy
- Language and Communication

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Draw familiar people from memory, with attention to detail. • Stack, align and balance with bricks and blocks on a range of scales. • Create new colours by mixing green, brown, orange and yellow pastels and paints; predict and narrate the effects. • Locate and reproduce geometric patterns in the urban environment. • Create new colours by layering and overlapping blue, green, and white translucent materials • Twist, wrap and weave with pressure and precision, narrating choices about colour and texture. • Draw familiar landmarks from memory. • Make considered choices to create mixed media or relief design in clay. • Draw single or a sequence of images from the imagination to illustrate a story. • Make increasingly detailed observational drawings and paintings of natural found objects and living things • Know how to join wood and reclaimed materials to make objects with a purpose. • Print accurately with paint to achieve an effect and describe design choices. • Select reclaimed materials to collage representationally or with a design idea and explain choices. • Create, describe and explain transient 2D or 3D designs or sculptures with natural materials out in the environment. • Make detailed and accurate observational drawings of natural found objects and living things, including matching colours • Shape and mould wet sand and clay with hand tools to create particular effects
Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Thread, peg, and sew on cards. Cutting along lines • Use squashing techniques including rolling pins to achieve desired effects. • Weave, thread and tie accurately –begin to join materials in different ways.

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		<ul style="list-style-type: none"> • Use woodwork tools to cut and join safely and under supervision. • Use an increasing range of tools to dismantle and reassemble items/ screwdrivers etc. • Join with tape and glue • Use fine mark-making tools to create texture and pattern in clay/play dough. • Control printing tools to create a desired effect. • Stack and align irregular and natural objects. • Use hand moulding and building techniques with malleable materials. • Use fine pincer mark-making tools with precision
Communication and Language	Speaking	<ul style="list-style-type: none"> • Articulating reasons for success or failure in a challenge.
Early Learning Goals		
Expressive Arts and Design	Creating with Materials	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.
Physical Development	Fine Motor Skills	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
Communication and language	Speaking	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary

Key Stage 1

Work of Artists

-A1 study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms

-A2 evaluate and analyse creative works using the language of art, craft and design.

-Suggested artists for KS1: Piet Mondrian, Odilon Redon, Andy Goldsworthy, Claude Monet and Rebecca Lardner

Using materials	Drawing	Painting	Digital	Textiles
<ul style="list-style-type: none"> • 3D design 	<ul style="list-style-type: none"> • Media <p>-D1 experiment with and control marks made with</p>	<ul style="list-style-type: none"> • Colour- <p>- PA1 name and mix primary colours, shades and tones</p>	<p>-D11 using digital sources i.e. internet, ipads</p>	<p>-T1 choose fabrics/threads based on colour, texture and shape</p>

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<p>- 3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading</p> <p>- 3D2 explore sculpture with a range of malleable media</p> <p>- 3D3 work safely with materials and tools</p> <p>-3D4 experiment with constructing and joining recycled, natural and manmade materials</p> <ul style="list-style-type: none"> • Printing <p>-P1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables</p> <p>- P2 take simple prints i.e. mono-printing</p> <p>-P3 design and build repeating patterns and recognise pattern in the environment</p> <p>- P4 create simple printing blocks for press print</p> <p>- P5 experiment with overprinting motifs and colour</p> <ul style="list-style-type: none"> • Collage <p>-C1 create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines etc</p> <p>-C2 collect, sort and group materials or different purposes in different ways/shapes, i.e. texture, colour</p> <p>-C3 arrange and glue materials to different backgrounds</p> <p>-C4 fold, crumple, tear and overlap papers</p>	<p>different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks</p> <ul style="list-style-type: none"> • Line <p>-D2 draw lines and shapes from observations using different surfaces</p> <p>-D3 invent lines and shapes in drawing</p> <ul style="list-style-type: none"> • Tone <p>-D4 investigate tone by drawing light/dark lines, patterns and shapes</p> <ul style="list-style-type: none"> • Pattern and texture <p>-D5 investigate pattern and texture by describing, naming, rubbing and copying</p>	<p>- PA2 mix and match colours to artefacts, famous works and objects</p> <ul style="list-style-type: none"> • Pattern- <p>-PA3 use a variety of tools and techniques i.e. brush sizes and types</p> <ul style="list-style-type: none"> • Texture <p>-PA5 create textured paint by adding material, i.e. sand or plaster</p> <ul style="list-style-type: none"> • Space <p>-PA6 work on different scales</p> <ul style="list-style-type: none"> • Line <p>-PA7 to use washes and layering</p>	<p>-D11 record visual information digitally (e.g. photography)</p> <p>-D13 use a simple graphics package to create images and effects with lines, shapes, colour and texture</p>	<p>-T2 cut and shape fabric using scissors/snips</p> <p>-T3 apply shapes with glue or stitching</p> <p>-T4 apply decoration using beads, buttons, feathers etc</p> <p>-T5 apply colour with printing, dipping, fabric crayons</p> <p>-T6 create fabrics by weaving materials, i.e. grass through twigs</p>
<p>Exploring and evaluating</p> <p>-E1 record and explore ideas from first hand observations</p> <p>-E2 ask and answer questions about starting points for their work</p>				

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- E3 develop and share their ideas, try things out and make changes
- E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.
- E5 think critically about their art and design work.

Lower Key Stage 2

Work of Artists

- A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.
- A2 evaluate and analyse creative works using the language of art, craft and design.

Using materials	Drawing	Painting	Digital	Textiles
<ul style="list-style-type: none"> • 3D design -3D1 plan, design and make models from observation or imagination. -3D2 develop skills in joining, extending and modelling clay. -3D3 use clay to create simple 3D effects -3D4 experiment with constructing and joining recycled, natural and manmade materials. -3D5 create textures and patterns in malleable materials including clay. • Printing -P1 create printing blocks using relief or impressed method -P2 develop print techniques i.e. mono-printing, block printing, relief or impressed method -P3 create repeating patterns -P4 print with two colour overlays. • Collage -C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. 	<ul style="list-style-type: none"> -D1 draw for a sustained periods of time. -D2 use a sketchbook to collect and develop ideas from a range of sources • Line -D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc • Tone -D4 experiment with different grades of pencil to achieve varied tone • Shape -D5 show facial expression and body language -D6 show figures, form and movement -D7 show reflection • Texture - D5 create texture and pattern in drawing with a range of implements. 	<ul style="list-style-type: none"> • Colour -PA1 use language of and mix primary and secondary colours and use tints and shades • Texture -PA2 create different effects and textures with paint -PA3 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance. • Shape -PA4 show facial expression and body language -PA5 show figures, form and movement -PA6 show reflection • Space -PA7 work on different scales 	<ul style="list-style-type: none"> -DM1 explore ideas using digital sources i.e. internet, ipads -DM2 record, collect and store visual information digitally -DM3 present recorded visual images using software e.g. Photostory, Powerpoint -DM4 use a graphics package to create images and effects with lines, shapes, colours and textures to manipulate and create images 	<ul style="list-style-type: none"> -T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. -T2 develop skills in stitching, cutting and joining

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-C2 use collage as a means of collecting ideas and information and building up a visual vocabulary				
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Exploring and evaluating

-E1 create sketch books to record their observations and use them to review and revisit ideas.
-E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes
-E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.
-E4 think critically about their art and design work.

Upper Key Stage 2

Work of Artists

•A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.
•A2 evaluate and analyse creative works using the language of art, craft and design.

Using materials	Drawing	Painting	Digital	Textiles
<ul style="list-style-type: none"> • 3D design -3D1 shape, form, model and construct from observation and imagination -3D2 use recycled, natural and manmade materials to create sculptures -3D3 plan a sculpture through drawing and other preparatory work -3D4 develop skills in using clay including slabs, coils, slips etc. -3D5 produce patterns and textures in malleable materials. • Printing -PR1 create printing blocks using sketchbook ideas -PR2 develop techniques i.e. mono-printing, block printing, relief/impressed method -PR5 experiment with overprinting motifs and colour • Collage 	<ul style="list-style-type: none"> -D1 work on sustained, independent, detailed drawings. -D2 develop close observational skills -D3 use a sketchbook to collect and develop ideas. • Line -D4 experiment with wet or dry media to make different marks, lines, patterns, textures and shapes within a drawing. • Tone -D5 develop drawing using tonal contrast and mixed media. • Space -D6 begin to use simple perspective in their work i.e. 	<ul style="list-style-type: none"> -PA1 develop a painting from a drawing. -PA2 create imaginative work from a variety of sources e.g. observational drawing, music, poetry. • Colour -PA3 identify, mix and use primary, secondary, complimentary and contrasting colours. -PA4 mix and match colours to create atmosphere and light effects. • Texture -PA5 experiment with different media and materials for painting. 	<ul style="list-style-type: none"> -DM1 explore ideas using digital sources i.e. internet, ipads -DM2 record, collect and store visual information digitally -DM3 present recorded visual images using software e.g. Photostory, Powerpoint -DM4 use a graphics package to import or create/manipulate images. -DM5 create digital layered images from original ideas in sketchbooks 	<ul style="list-style-type: none"> -T1 use fabrics to create 3D structures -T2 experiment with a range of media to overlap and layer creating textures, effects and colours.

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<p>-C1 add collage to a printed or painted background</p> <p>-C2 use a range of media to create collages</p> <p>-C3 use different techniques, colours and textures when designing and making pieces of work</p> <p>-C4 use collage as a means of extending work from initial ideas.</p>	<p>by using single focal point on horizon</p> <p>-D7 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background</p> <ul style="list-style-type: none"> • Texture <p>- D8 use different techniques for different purposes i.e. shading, hatching, blending.</p>			
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Exploring and evaluating

<p>-E1 create sketch books to record their observations and use to review and revisit ideas.</p> <p>-E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>-E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>-E4 think critically about their art and design work.</p>

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