

# Woodlands Primary School



## ART POLICY & STATEMENT OF INTENT

<b>Status:</b>	Current	
<b>Date Adopted by Governing body:</b>	February 2022	
Created by Karen Scott	January 2022	
<b>Review by Curriculum Committee:</b>	January 2024	2 years

## **Statement of Intent**

At Woodlands Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education. Our broad and balanced curriculum also includes Design Technology, History, Geography, Art, Music, Physical Education, French and Personal Social and Health Education.

Our aims in teaching art are that all children learn to:

- a. Find enjoyment in art and creativity.
- b. Hold a positive self-image and confidence.
- c. Discover a sense of purpose and fulfilment in artistic expression.
- d. Appreciate a wide range of artists and art works.
- e. Experiment with a range of media.
- f. Use a range of materials and techniques competently.
- g. Develop their observation and description skills.
- h. Express ideas and feelings through creative work and in both two and three dimensions.
- i. Value and respect their work and the work of others.
- j. Discuss their work using appropriate vocabulary. We regard art as an important subject because:
- k. Artistic creation can provide fulfilment throughout life.
- l. Artistic observation can heighten perceptions.
- m. Art can contribute to cultural understanding.

## **Implementation**

The skills and knowledge that children will develop throughout each art topic are mapped across each year group and throughout the school to ensure progression and so that children can achieve depth in their learning. The emphasis on knowledge ensures that children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. This enables links to other curriculum areas, including humanities, with children developing a considerable knowledge of individual artists as well as individual works and art movements. A similar focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture.

Coordinated whole-school project work will ensure that art is given high status in the curriculum and the school takes part in the annual 'Arts Day' which enables further focus on children's artistic skills and knowledge.

The school's high quality art curriculum is supported through the availability of a wide range of quality resources, which are used to support children's confidence in the use of different media.

## **Impact**

Outcomes in CFL (Context for Learning) and sketch books from February 2022, evidence a broad and balanced Art Curriculum and demonstrate children's acquisition of identified key knowledge. Classroom displays reflect the children's sense of pride in their artwork and this is also demonstrated by creative outcomes across the wider curriculum. The school environment also celebrates children's achievements in

art and demonstrates the subject's high status in the school, with outcomes, including sculptures, enhancing the indoor environment.

The Art curriculum at Woodlands Primary School contributes to children's personal development in creativity, independence, judgement and self-reflection. Children review their success in achieving the lesson objectives at the end of every session and verbal feedback is given according to the agreed learning objective. Children also record what they have learned comparative to their starting point at the end of every unit of work. This can take the form of an end of unit quiz or a piece of extended Writing summarising the key learning. As children progress throughout the school, they develop a deep knowledge and understanding of key concepts.

## **2. Teaching and Learning**

Children will experience an exciting and varied art curriculum which develops their knowledge of key concepts in Art and Design. This will be supported, where appropriate, by learning outside the classroom. For example, children will experience art being exhibited in public spaces and will have access to artists and artistic experiences from and within their immediate and wider local area. Critical abilities will be developed using the 'content, form, process and mood' approach to looking at art (Salvador Dali) and by studying a range of different artists.

All children, across the school, will have the opportunity to develop: ideas and creativity, skills and mastery of processes and knowledge of art and cultures.

Teachers will ensure their classroom is a visually stimulating and creative environment, which celebrate the process of learning, practising and developing skills in art lessons. Links will be made across the curriculum, where possible and appropriate, to enrich and extend the teaching of other subjects.

## **3. Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key knowledge is taught to enable and promote the development of children's Artistic skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including verbally, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.
- Use of LOs for each lesson with child and teacher review of the agreed success criteria.
- Progression and achievement is tracked against learning objectives and is recorded on the INSIGHT assessment tracking system.

## **4. Planning and Resources**

Children will have access to high quality resources for each Art Unit and will be taught to use materials with safety and respect. All art work will be recorded in a block in pupil Sketchbooks. Learning objects will be stuck in sketchbooks at the beginning of each art unit and ticked if met. Children will date each new lesson and they may write comments on their work when appropriate. Every Art unit will have a one page overview plan (produced by the class teacher) which will show the teaching sequence through a series of lessons and also contain other important information (eg. prior / next learning, key vocabulary, lesson sequence). When teachers are planning a unit they will look at the INSIGHT tracking system to identify

skills individual children need to focus on. All lessons should have a clear learning objective and success criteria using the agreed format.

## **5. Organisation**

Art is mapped in blocked units on the Whole School Curriculum Year Group Overviews.

The school will plan a range of activities in art, which provides opportunities for children to:

- Record responses, including observations of the natural environment
- Gather resources and materials, using them to stimulate ideas
- Explore and use two and three dimensional media, working on a variety of scales
- Review and modify their work as it progresses
- Develop understanding of the work of artists, craftspeople and designers from a range of times and cultures, applying knowledge to their own work
- Respond to and evaluate art and craft including their own and others' work
- Understand and apply the formal elements of art: line, tone, texture, shape, form, space, pattern, colour, contrast, composition, proportion and perspective
- Realise their ideas and sustain a level of working from start to the completion of a project or piece of work

## **6. The National Curriculum**

The National Curriculum prescribes that at Key Stage 1 pupils should be taught:

- a. To use a range of materials creatively to design and make products.
- b. To use drawing, painting and sculpture to develop their imagination and share their ideas and experiences.
- c. To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- d. 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.

The National Curriculum prescribes that at Key Stage 2 pupils should be taught:

- e. To develop their techniques, including their control and use of material, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- f. To create sketch books to record their observations and use them to review and revisit ideas.

- g. To improve their mastery of art and design techniques, including drawing, painting and sculpture, with a range of materials.
- h. About great artists, architects and designers in history.

### **7. a. Planning and teaching EYFS**

In the EYFS (Early Years Foundation Stage) pupils are given the opportunity to explore texture, colour, shape, form and space.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop pupils own ideas and then decide which materials to use to express them.

They begin to use colour and shape to express themselves.

They investigate the use of pattern and texture to represent ideas or emotions.

### **b. Key Stage 1**

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

### **c. Key Stage 2**

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

## **8. Health and safety**

Certain health and safety concerns are inherent with art, including the storage of materials and tools

and the use of equipment within lessons.

Children are instructed in the correct use of equipment and tools and the specific dangers of using heated or sharp resources.

Children are supervised at all times during activities.

A risk assessment covering the use of craft knives, saws and other sharp tools has been conducted and is updated as needed.

## **9. Inclusion**

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the art curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in art and design. Children will study and experience a range of artists and cultures that reflect the diversity of our school, locality and wider communities.

## **10. Equal opportunities**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in art lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

## **11. Contribution of art in the core curriculum**

### **English**

Art encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings. They can comment on differences and similarities in their own work and the work of others. They can look at and talk about the work of other artists (about great artists, architects and designers in history).

### **Maths**

Art allows children opportunities to develop their understanding of shape, pattern, space and dimensions.

### **Computing**

ICT is used to support art and design teaching. Children use ICT software to explore shape, colour and pattern and it allows older children to develop their ideas using digital cameras and the internet.

### **PSHE**

In art lessons children are taught to discuss how they feel about their own work and the work of others.

### **SMSC**

Art offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Art helps them to develop a respect for the abilities of other children and encourages collaboration.

## **12. Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure Art has a high profile throughout the school.

- To plan and regularly update the Art Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase
- To monitor pupil work/sketchbooks in Art and ensure that key knowledge is evidenced in outcomes, alongside and as supported, by the SLT (Senior Leadership Team). This includes carrying out a work/book scrutiny for each unit of Art work.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of Art teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the Art curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment. Raising awareness of Culture Capital.
- To ensure that the Art curriculum takes account of the school's context, promotes children's pride in the local area and provides access to positive role models from the local area to enhance the art curriculum
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for Art (and support them in providing appropriate support and challenge) and ensure that they meet with the Lead Governor at least three times every academic year (once every old term).
- To encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore. To support teachers in developing their confidence and skills in teaching art lessons.

### **13. Displays**

The school promotes the displaying of art work in classrooms and in the hall / corridor areas. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

### **14. Clubs and Trips**

Art club is held on Thursdays for 6 weeks 3 times a year.

Children have the opportunity to go on art trips such as Roche Court. Opportunities are explored to collaborate with external artists.

**Foundation Stage 1 and 2 - Through adult led and continuous provision**

Drawing (pencil, charcoal, inks, chalk, pastels, ICT)	Can hold and use a variety of drawing tools with a comfortable grip
	Can draw from memory and imagination
	Can begin to draw from observation
	Can draw accurate representations of people and objects.
	Select coloured drawing implements for a purpose
Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)	Can recognise and name different colours.
	Can experiment with and use a range of colours
	Can observe the effects of colour mixing
	Can use a variety of tools to make coloured marks on paper
Form (3D work, clay, dough, wire, paper, sculpture)	Can handle, feel and manipulate materials
	Can experiment with modelling materials such as plastercine, clay and dough
	Can construct using a variety of construction materials including recycled.
Texture (Textiles, clay, sand, plaster, stone)	Can use a variety of materials to create collage
	Can develop sensory skills through texture
	Can attempt to weave different materials such as paper, twigs
	Can have a go at threading a needle and show experience in simple stitch work.
Printing (Found materials, fruit/vegetables, wood, blocks, press print, string, body parts)	Can print with a variety of objects
	Can take rubbings from different surfaces: leaf, brick, coin, bark.
	Can develop simple patterns by printing with objects
Exploring and evaluating	Can return to and build upon their, refining ideas and developing their ability to represent them.
	To talk about their own and others work
Breath of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.
	Investigate different kinds of art, craft and design.
	Use ICT. Eg. Paint packages, ipads camera
	Can look at examples of work by different artists.

**Key Skills Acquisition Ladder Art KS1**

Year 1	
Drawing	Can begin to explore the use of line, shape and colour
	Can work from observation.
	Can begin to draw shape correctly.
	Can begin to scale drawing correctly (eg. relative sizes in a composition).
Painting	Can mix primary colours.
	Can mix and match colours to artefacts and objects.
	Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.
Sculpture	Can explore sculpture with a range a malleable media.
	Can experiment with, construct and join recycled, natural and man-made materials.
	Can explore shape and form
Collage	Can begin to identify different types and textures of fabric and materials for collage
Exploring	Can respond to ideas to create a composition, image or artefact.
	Can communicate ideas using a variety of media
Evaluating	Can describe what they think and feel about their own work.
	Can demonstrate some knowledge about the work of a range of artists, craft makers and designers



Year 2	
Drawing	Can show increasing pencil control (eg. can draw selected detail).
	Can produce a growing range of tones, patterns and textures with a single pencil.
	Can work from direct observation and imagination.
	Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.
Painting	Can mix a range of colours and can colour match, replicating colours around them
	Can begin to explore the relationship between colour and moods / feelings
	Can experiment and explore with a variety of tools and materials to create different effects in paint
Sculpture	Can learn to manipulate a range of materials to create a structure.
	Can name the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief; construct; edit ; form.
	Can understand the safety and basic care of materials and tools.
	Can experiment with, construct and join recycled, natural and man-made materials more confidently.
Printing	Can print using a variety of materials, objects and techniques.
Exploring	Can communicate their own ideas and meanings through a range of materials and processes.
	Can comment on differences in the work of others.
Evaluating	Can suggest ways of improving their own work.
	Can discuss 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 Skills Acquisition Ladder Art KS2	
Year 3	
Drawing	Can control a pencil with increasing confidence.
	Can use different media to variations in line, texture, tone, , colour, shape and pattern
	Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).
	Can confidently work from observation.
Painting	Can use paint and equipment correctly.
	Can predict colour mixing results with increasing accuracy – colour wheel
	Can use colour washes to build up thicker layers and paint detail.
	Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.
Sculpture	Can join clay successfully
	Can manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.
	Can plan design and make models.
Textiles	Can develop skills in stitching, cutting and joining
Exploring	Can explore their own ideas
Evaluating	Can comment on differences and similarities in their own work and the work of other
	Can adapt and improve their own work
Year 4	
Drawing	Can draw whole sketches with detail of surrounds (i.e. including the background)
	Can confidently work from imagination.
	Can infill shapes with coloured pencils and produce a range of tones with each.
	Can organise line, tone, shape and colour to represent figures and forms in movement
	Can explore relationships between line, tone, pattern and shape, line and texture.
Painting	Can use paint and equipment correctly and with increasing accuracy.
	Can use the colour wheel to mix different shades of the same colour.
	Can understand how to use tints and tones - to lighten and darken with the use of black and white.
	Can competently work with different consistencies of paint.
Sculpture	Can plan, design, make and adapt models
	Can show an understanding of shape, space and form
	Can talk about their work understanding that it has been sculpted, modelled or constructed.

<b>Collage</b>	Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.
<b>Exploring</b>	Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes
<b>Evaluating</b>	Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.
	Can look at and talk about the work of other artists.
<b>Year 5</b>	
<b>Drawing</b>	Can use a range of pencils (including different grades of pencil).
	Can begin to create depth in a composition through the use of very simple perspective.
	Can draw the layout of the face and figure.
	Can experiment with shading techniques (light/dark – pencil)
<b>Painting</b>	Can confidently apply paint to large flat areas of colour and use appropriate brushwork to the method of painting.
	Can compare colours and their relationships – eg. Primary, secondary, hot and cold colours
	Can confidently work from direct observation.
<b>Sculpture</b>	Can use recycled, natural and man-made resources to create sculpture
	Can describe the different qualities involved in modelling, sculptures and construction.
<b>Printing</b>	Can explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.
	Can choose the printing method appropriate to task.
	Can Organise their work in terms of pattern, repetition, symmetry or random printing styles.
<b>Exploring</b>	Can create sketch books to record their observations and use them to review and revisit ideas
<b>Evaluating</b>	Can comment on ideas, methods and approaches in their own work and the work of others.
	Can relate ideas, methods and approaches to context in which a work was created.
	Can adapt and improve their own work to realise their own intentions
<b>Year 6</b>	
<b>Drawing</b>	Can use a range of drawing media (pencil, ink, biro, pastel, charcoal etc.)
	Can use perspective in their drawings.
	Can draw the layout of the figure in motion.
	Can select different techniques for different purposes: shading, smudging etc.
<b>Painting</b>	Create shades and tints using black and white
	Can replicate patterns, colours and textures in their work.
	Can confidently work from imagination.
	Can begin to use different kinds of paints (Chromar, acrylics, watercolour etc.)
<b>Sculpture</b>	Can develop skills in using clay including slabs, coils, and slips.
	Can use language appropriate to skill and technique.
	Can create sculpture and construction with increasing independents.
<b>Photography</b>	Can research and discuss the ideas and approaches of various photographers taking account of their particular cultural context and intentions.
	Can understand and apply some basic knowledge and skills in camera use.
<b>Exploring</b>	Can explore and experiment to plan and collect source material for future work.
<b>Evaluating</b>	Can look at and talk about the work of other artists, great artists, architects and designers in history.)
	Can adapt and refine their work to reflect and their view of its purpose and meaning

## Woodlands Art and Design Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	<ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observations, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observation about starting points and select ideas to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>
Evaluating and developing work (ongoing)		<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it (e.g. annotate sketchbook).</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul>	<ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it</li> <li>Identify what they might change in their current work or develop in their future work.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in sketchbook.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>

## Drawing (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)

**Possible Artists:** Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.

	<ul style="list-style-type: none"> <li>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination).</li> <li>Select coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves.</li> <li>Draw accurate representations of people and objects.</li> <li>To talk about their own and others work</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li> <li>Understand the basic use of a sketchbook and work out ideas from drawings.</li> <li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>Experiment with the visual elements; line, shape, pattern and colour.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary.</li> <li>Use their sketchbook to collect and record visual information from different sources.</li> <li>Draw for a sustained period of time at their own level.</li> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices in drawing including paper and media.</li> <li>Alter and refine drawings and describe changes using art vocabulary.</li> <li>Collect images and information independently in a sketchbook.</li> <li>Use research to inspire drawings from memory and imagination.</li> <li>Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of sources material for their work.</li> <li>Work in a sustained and independent way from observation, experience and imagination.</li> <li>Use a sketchbook to develop ideas.</li> <li>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>Can begin to draw one point perspective</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Develop ideas using different or mixed media, using a sketchbook.</li> <li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shapes.</li> </ul>
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## Painting (watercolour, ready mixed, powder paint acrylic, )

**Possible Artists:** Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte.

	<ul style="list-style-type: none"> <li>To recognise and name different colours. Understand that when colours are mixed, new colours are created. To select and create different colours.</li> <li>Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper).</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades.</li> <li>Using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a range of secondary colours, shades and tones.</li> <li>Experiment with tools and techniques, including layering, mixing media, scraping through etc.</li> <li>Name different types of paint and their properties.</li> <li>Work on a range of scales e.g. large brush on large paper etc.</li> <li>Mix and match colours using artefacts and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Mix a variety of colours and know which primary colours make secondary colours.</li> <li>Use a developed colour vocabulary.</li> <li>Experiment with different effects and textures including blocking in colour, washes, thickened paint etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make and match colours with increasing accuracy.</li> <li>Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>Choose paints and implements appropriately.</li> <li>Plan and create different effects and textures with paint according to what they need for the task.</li> <li>Show increasing independence and creativity with the painting process.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>Work on preliminary studies to test media and materials.</li> <li>Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Create shades and tints using black and white.</li> <li>Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>Work from a variety of sources, inc. those researched independently.</li> <li>Show an awareness of how paintings are created (composition).</li> </ul>
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	<ul style="list-style-type: none"> <li>To work from direct observation and imagination.</li> <li>To talk about their own work.</li> </ul>						
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# **Printing** (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

**Possible Artists:** Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden,

	<ul style="list-style-type: none"> <li>Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects.</li> <li>Develop simple patterns by using objects.</li> </ul>	<ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>Making rubbings.</li> <li>Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings.</li> <li>Design patterns of increasing complexity and repetition.</li> <li>Print using a variety of materials, objects and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Print using a variety of materials, objects and techniques including layering.</li> <li>Talk about the processes used to produce a simple print.</li> <li>To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>Research, create and refine a print using a variety of techniques.</li> <li>Select broadly the kinds of material to print with in order to get the effect they want.</li> <li>Resist printing including marbling, silkscreen and coldwater paste.</li> </ul>	<ul style="list-style-type: none"> <li>Explain a few techniques, including the use of poly-blocks, relief, mono and resist printing.</li> <li>Choose the printing method appropriate to task.</li> <li>Build up layers and colours/textures.</li> <li>Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>Describe varied techniques.</li> <li>Be familiar with layering prints.</li> <li>Be confident with printing on paper and fabric.</li> <li>Alter and modify work.</li> <li>Work relatively independently.</li> </ul>
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# **Texture and Textiles** (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)

**Possible Artists:** Ashley, Fassett, African/Indian, Adire,

Textiles/collage	<ul style="list-style-type: none"> <li>Enjoy playing with and using a variety of textiles and fabric.</li> <li>Decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc.</li> <li>Have a go at threading a needle. Show experience in simple stitch work.</li> </ul>	<ul style="list-style-type: none"> <li><i>How to thread a needle, cut, glue and trim material.</i></li> <li><i>Create images from imagination, experience or observation.</i></li> <li><i>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.</li> <li>Create textured collages from a variety of media.</li> <li>Make a simple mosaic.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trapping and applique.</li> <li>Name the tools and materials they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Can select and use relevant resources and references to develop their ideas for designing and making collage.</li> <li>Refine and alter ideas and explain choices using an art vocabulary.</li> <li>Collect visual information from a variety of sources, describing with</li> </ul>	<ul style="list-style-type: none"> <li>Join fabrics in different ways, including stitching.</li> <li>Use different grades and uses of threads and needles.</li> <li>Extend their work within a specific technique.</li> <li>Use a range of media to create collage.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of the potential of the uses of material.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>To be expressive and analytical to adapt, extend and justify their work.</li> </ul>
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	<ul style="list-style-type: none"> <li>Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify different types and textures of fabric and materials for collage</li> <li>Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>Stitch, know and use other manipulative skills.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in stitching. Cutting and joining.</li> <li>Experiment with a range of media e.g. overlapping, layering etc.</li> </ul>	<ul style="list-style-type: none"> <li>vocabulary based on the visual and tactile elements.</li> <li>Can experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with using batik safely.</li> </ul>	
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**Sculpture**
*(3D work, clay, dough, boxes, wire, paper sculpture, mod roc )*

**Possible Artists:**
*( Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.*

	<ul style="list-style-type: none"> <li>Explore malleable media such as clay, papier mache, salt dough, playdoh and sand. Impress and apply simple decoration.</li> <li>Cut shapes using scissors and other modelling tools.</li> <li>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</li> <li>Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials.</li> <li>Consider their final outcome before making.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> </ul>	<ul style="list-style-type: none"> <li>Knows the terms connected with the process of sculpture: tools, techniques, and elements, for example: texture; relief; construct; edit ; form.</li> <li>Build a textured relief tile.</li> <li>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models.</li> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Plan, design and make models.</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> </ul>	<ul style="list-style-type: none"> <li>Describe different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and man-made materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>Make a mould and use plaster safely.</li> <li>Create sculpture and constructions with increasing independence.</li> </ul>
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**Photography**

Possible photographers Dennis Morris, Edward Weston

	Use the camera to record and capture ideas and own pieces of work.	Use the camera with increasing skill to record and capture ideas and own pieces of work.	<ul style="list-style-type: none"> <li>Can research and discuss the ideas and approaches of various</li> </ul>
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							<p>photographers taking account of their particular cultural context and intentions.</p> <ul style="list-style-type: none"> <li>• Can understand and apply some basic knowledge and skills in camera use.</li> </ul>
<b>Breadth of study</b>							
	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> </ul> <p>Investigate different kinds of art, craft and design.</p>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design by artists, craft makers and designers, from all cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design by artists, craft makers and designers, from all cultures and times.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 or 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>

**EYFS 1 and 2 Continuous provision incorporated in the EYFS 2021 Expressive Art and Design Curriculum**  
**All units covered by KS 1 and KS2 in blocks throughout the year.**

**To be covered by specified year groups on the Woodlands Art Day**

**Also see Skills acquisition ladder for learning objectives for each year group. These are assessed and recorded using INSIGHT**

## Woodlands Primary School Art and Design Coverage KSI & KS2

Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Art Day
<b>Year 1</b>	<b>Sketching-</b> Is a self-portrait the same as a photograph?			<b>Printing-</b> Is it best to put the object on the paper or paper on the object?	<b>Sculpture-</b> What can you use for a nature sculpture? Goldsworthy	<b>Art history-</b> Cave art- Do you have to use a paint brush to paint? Oak Academy	<b>Painting</b>
<b>Year 2</b>	<b>Sketching-</b> How can different textures be represented with a pencil?			<b>Painting-</b> What are the similarities and differences between Van Gogh and O-Keefe?	<b>Sculpture-</b> What can be used to make a sculpture	<b>Art History-</b> Frank Bowling	<b>Collage</b>
<b>Year 3</b>	<b>Sketching-</b> How does a landscape artist decide where to sketch from? Constable			<b>Painting-</b> How did the impressionists represent water? Monet		<b>Sculpture-</b> Which way of making a clay pot do you prefer? Art History – Alma Thomas	<b>Textiles</b>
<b>Year 4</b>	<b>Sketching-</b> How are people represented by Roy Lichtenstein?			<b>Painting-</b> How do the animals of Franz Marc and Henri Rousseau compare?		<b>Sculpture-</b> If the answer to the question is Giacometti- what could the question be? Art History- Picasso	<b>Collage</b>
<b>Year 5</b>	<b>Sketching-</b> How does the use of perspective create depth in a composition?- Hogwarts train			<b>Painting-</b> How did pop artists use colour for impact? Warhol		<b>Printing-</b> Is printing an efficient method for mass producing images? William Morris Art History-Banksy	<b>Sculpture/ architecture</b>
<b>Year 6</b>	<b>Sketching-</b> How do I create a 3D image on a 2D page? Magritte			<b>Painting-</b> What do surrealist images tell us about the artist? Dali		<b>Sculpture-</b> <b>Sculpture-</b> If you could build a statue to represent yourself, what would it look like? Gormley  <b>Art History-</b> Frida Kahlo	<b>Photography/Digital media</b>

## Key concepts in Art and Design



**“Key concepts are groups or categories of concrete or abstract ideas and things to create a deeper, shared understanding.**

Progression targets are like a Christmas tree and the art activities you do are the baubles and tinsel on that tree. Well, key concepts are the roots, they are what the tree is standing up in, they keep it upright and stable and anchor it to the ground.” Paul Carney

## KEY CONCEPTS IN Primary ART & DESIGN

