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| **Our Lady and St Edward’s - Intent, Implementation and Impact in Art** |  |
| **Intent**  |
| * It is our intent at Our Lady and St Edward’s to enable children to take on the world with passion and creativity. We want children’s experiences of Primary school to be enriched by art and design.
* We aim to deliver lessons that inspire and motivate children, so they become proficient in a variety of techniques.
* We aim to nurture talent and feed the imagination of those less confident.
* We aim to build confidence and raise self-esteem by enabling children to believe that there is no right or wrong way to make art .
* We aim to teach children that art can be made by all sorts of people and open their minds to different cultures and art from around the world.
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| **Implementation** |
|  At Our Lady and St Edward’s, we deliver Art and Design lessons in 3 half termly blocks and make cross curricular links where possible. Skills in each area have been organised to establish continuity and progression, so children are able to use what they have learnt and build on them each year. Drawing skills are taught throughout the year, along with developing skills in Digital Media, Painting, Printing, Textiles, 3D and Collage. Every other year, we hold an Art Exhibition. The school hall is transformed into an art gallery to showcase all the children’s work. Parents, governors, other schools and the local community are all invited to come along and celebrate the children’s achievements.  |
| **Impact** |
| The impact of good Art and Design teaching is that it is a subject loved and enjoyed by teachers and pupils across the school. Children think creatively and innovatively and show competence and confidence by continually evaluating their own work. They are able to combine previously learned techniques to create new pieces of work and build upon the skills they have been taught. |

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| **Reception - Progression in Art and Design Skills**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 aim of this section of the progression document is to help the whole school to understand how the skills taught across EYFS feed into national curriculum subjects.The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework (2021) and the Development Matters (2020) age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art.The most relevant statements for Art are taken from the following areas of learning:* Physical Development
* Expressive Arts and Design
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| **Development Matters**3 and 4 Year Olds | Physical Development | * 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.
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| Expressive Arts and Design | * 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.
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| **Development Matters**Reception | Physical Development | * 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.
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| Expressive Arts and Design | * 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.
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| **ELG** | 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.
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| ExpressiveArts 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.
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| **Art Curriculum EYFS** |
| **Drawing*** Experiment with a variety of media eg pencils, crayons, pastels, charcoal, chalk, felt tips etc..
* Produce lines of different thicknesses
* Draw on a large and small scale
* Draw upright and flat
* Draw different patterns
* Draw from memory, imagination and observation
* Begin to learn how to draw a face/figure
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| **Digital Media**  | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Use paint programs such as 2Paint on Purple Mash to use tools to create a simple picture | Use a variety of applicators including different sized brushes, sponges, cotton buds, twigs, fingers etc..Teach how to hold a paintbrush correctlyMix primary colours (red yellow blue) to make secondary colours (orange purple green)Explore and use different types of paint including ready mixed, powder, water colourMix sand, sawdust, washing up liquid etc. into paint to change its consistency and texturePlant flat and uprightPaint on a large and small scale, on own and in groups | Explore printing with found hard and soft objects like sponges, cork, leaves, fruit and vegCreate print pictures with different shaped objects eg. a castleUse hands to make prints – use in colour mixingMake repeating patterns with printed objectsCreate monoprints – make marks in palettes of printing ink and then use paper to make a print | Learn to weave – start with simple paper weavingThread and weave into orange netting, garden netting, mush etc.. using strips of material, thick wool etc..Create own pictures using fabric paints and crayonsApply decorations to work using feathers, beads etc..Attach different materials using glue on to a picture, talking about different textures | Use a range of junk (natural and man-made) to make models and structures – mix of adult and child ledUse glue, tape and other fastenings eg. paper clipsUse play dough/plasticine/salt dough to practise rolling, pinching etc..Clay Make thumb potsDraw into clay with a range of tools, press objects into clay | Combine different media and materials to make a picture(Eg. paint the background to create an autumn sky and then collage a tree by ripping paper and sticking down with glue + use buttons/tissue/finger prints to create leaves)Practise cutting and tearing paperHave access to a range of tools in a ‘creative area’ to shape, assemble and join materials when working on self- initiated activity |
| Example Artist  | Example ArtistMondrian – blocks of colourGeorgia O’Keeffe - flowers | Example ArtistKandinsky  | Example ArtistDamien Hirst - Rainbows | Example Artist | Example ArtistGiuseppe Arcimboldo – fruit faces |
| **Year 1 Progression in Art and Design Skills** |
| **Exploring and Developing Ideas*** Record and explore ideas from first- hand observations
* Ask and answer questions about the starting points for their work
* Develop their ideas, try things out and change their minds
* Build up resilience and be confident to try again!
* Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
 | **Evaluating and Developing Work*** Review what they and others have done and say what they think and feel about it
* Identify what they might change in their current work or develop in future work
* Describe the differences and similarities between different practices and make links to their own work
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| **Drawing** |
| **Experiment with a variety of media eg.** pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.Control the types of marks made with the range of media. | **Lines and Marks**Draw from observationExperiment with simple marks and patternsDraw on different surfaces | **Shape**Observe and draw shapes from observationsDraw different shapes | **Tone**Investigate tone by drawing light/dark lines, patterns and shapes | **Texture**Investigate textures by describing, naming, rubbing and copying |
| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Explore ideas using digital sourcesCreate images and effects with lines, change the size of brushes, use an eraser, shape and fill tools, change colour and texture | Hold a paintbrush correctly and use a range of different sizesMix own colours such as pink, grey and brownDevelop a vocabulary to discuss colour eg. happy/sad, hot/cold etc..Work on both small and large scaleAdd white to colours to make tints and black to colours to make shadesPaint a picture of something they can see  | Create simple printing blocks using Press PrintPrint onto different surfaces eg. paper, maps or fabricMake a simple textured block using 2/3 found objects/materials and print with ink and rollers | Develop cutting skills with scissorsLearn how to thread a needle (large plastic ones) Simple stitching into binca or feltCut and shape fabrics and attach using glue or simple stitches. Apply decoration using beads, buttons, feathers etc.. to create a piece of workCreate a simple weaving pattern using strips of paper.Move on to create more adventurous weavings using weaving boards and strips of different fabrics/yarn or plastic bags on a bike wheel etc.. | Manipulate malleable materials in a variety of waysUnderstand the safety and basic care of materials and toolsClay Roll out a piece of clay and shape with a cutter eg. fishPress objects into the clay to create different texturesTalk about changes in clay as it dries | Hold scissors and develop control when cuttingCut and tear different papers. Assemble into a pictureSort and group materials for different purposes eg. a collage of papers to show a cold colourGather and sort materials that they want to use – give them choices |
| Example Artist David Hockney’s paintings on his ipad whilst in isolation in Normandy | Example ArtistJackson Pollock – large scale – opportunity for collaborative work | Example ArtistLancaster based artist Jenny McCabe(makes screen prints and prints onto different backgrounds) | Example ArtistAnne Brooke – Paper collage/sewn into | (Example Artists!)Use ‘fish mosaic’ in school for inspiration – look at texture, colour, design and form | Example ArtistMatisse – ‘The Snail’Drawing with scissors |

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| **Year 2 Progression in Art and Design Skills** |
| **Exploring and Developing Ideas*** Record and explore ideas from first- hand observations
* Ask and answer questions about the starting points for their work
* Develop their ideas, try things out and change their minds
* Build up resilience and be confident to try again!
* Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities
 | **Evaluating and Developing Work*** Review what they and others have done and say what they think and feel about it
* Identify what they might change in their current work or develop in future work
* Describe the differences and similarities between different practices and make links to their own work
 |
| **Drawing** |
| **Experiment with a variety of media eg**pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.Control the types of marks made with the range of media. | **Lines and Marks**Draw from observationExperiment with simple marks and patternsDraw on different surfaces | **Shape**Observe and draw shapes from observationsDraw different shapes | **Tone**Investigate tone by drawing light/dark lines, patterns and shapes | **Texture**Investigate textures by describing, naming, rubbing and copying |
| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Explore ideas using digital sourcesRecord visual information digitallyUse a graphics package to create images and effects with lines, shapes, colours and texture | Make paintings and begin to combine with different media eg collageExperiment with approaches used by different artists ( thick swirls of paint in The Starry Night)(Don’t just copy a painting)Choose the type of brush needed for working eg small brush for small marksLearn how to create a background using a wash | Explore printing in relief - string and card to make a print blockCreate more detailed printing blocks using Press Print and experiment with over printing and use of 2 colours | Colour fabric using natural dyes such as beetroot, tea or berriesJoin materials using simple stitchesLearn how to sew a button onto a piece of fabric or feltCreate a collaborative wall hanging by putting individual pieces togetherLearn how to plait eg use thick wool | Manipulate malleable materials in a variety of waysUse art straws/ pipe cleaners to create structuresClayTeach how to make a slip when adding pieces of clayRevise making thumb pots and change surface of the clay eg. scratch a design into the surface/add decoration/featuresTeach how to make a basic coil pot | Use a variety of media to make a collage eg. fabric, crepe paper, magazinesUse a combination of techniques eg. folding, crumpling, overlapping in a piece of work |
| Example Artist  | Example ArtistVan Gogh – The Starry Night | Example Artist/CultureAboriginal Art | Example ArtistAlma Thomas – use of bright colours, could be used as a stimulus for a whole class project | Example ArtistJames DeRosso – clay monsters | Example ArtistKurt Schwitters |

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| **Year 3 Progression in Art and Design Skills** |
| **Exploring and Developing Ideas*** Create sketch books to record their observations and use them to review and revisit ideas
* Select and record from first- hand observation, experience and imagination and explore ideas for different purposes
* Question and make thoughtful observations about starting points and select ideas to use in their work
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
 | **Evaluating and Developing Work*** Compare ideas, methods and approaches in their own and others’ wok and say what they think and feel about them
* Adapt their work according to their views and describe how they might develop it further
 |
| **Drawing** |
| * Experiment with ways in which surface detail can be added to drawings
* Draw for a sustained period of time at an appropriate level
 | **Lines and Marks**Make marks and lines with a wide range of implementsExperiment with different grades of pencil | **Shape**Draw different forms and shapesBegin to show an awareness of objects having a third dimension | **Tone**Apply tone in a drawingAchieve variations in tone by using different grades of pencil | **Texture**Apply pattern and texture in a drawing using a wide range of drawing implements |
| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Explore ideas using digital sourcesRecord, collect and store visual information digitallyPresent recorded visual images using softwareUse a graphics package to create images and effectsTake photographs of the ‘land art’ inspired by Andy Goldsworthy | Introduce the ‘Colour Wheel’. Be able to identify primary, secondary, complementary and contrasting coloursExplore links between colours and feelingsWork as an individual and part of a groupExperiment with different effects and textures. Focus on looking at the different thickness of paint and how to change it eg. thinned with water to make a translucent wash, thickened with sawdust | Create a printing blocks using an impressed method (use 3 colours)Make prints for a specific purpose eg. a Christmas Card | Develop skills in stitching – learn more than one stitch eg. cross stitch and back stitchLearn how to tie dye | Plan, design and make models from observation or imaginationUse nets to make cubes, cuboids etc and use in models.(link with maths)Develop skills in joining using a variety of glue, tape etc..Use malleable media such as Modroc, papier mache or salt dough to make a modelUse natural objects to make patterns on the ground | Experiment with a range of collage techniquesCut shapes accurately with scissorsUse collage as a means of collecting ideas and information and building a visual vocabulary eg. a poster with a theme ‘All about me’ or design a poster with a theme eg. The Rock Band  |
| Example Artist  | Example ArtistVan Gogh – very fond of using contrasting colours in his artwork eg orange and bluein ‘The Mulberry Tree’Kandinsky – used colour to express emotions | Example ArtistRuth Green - Print maker  | Example ArtistIndian Art/Tie dye techniques | Example ArtistsAndy Goldsworthy – land artBrendan Jamison – creates sugar cube sculptures | Example ArtistRomare Bearden - collage |

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| **Year 4 Progression in Art and Design Skills** |
| **Exploring and Developing Ideas*** Create sketch books to record their observations and use them to review and revisit ideas
* Select and record from first- hand observation, experience and imagination and explore ideas for different purposes
* Question and make thoughtful observations about starting points and select ideas to use in their work
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
 | **Evaluating and Developing Work*** Compare ideas, methods and approaches in their own and others’ wok and say what they think and feel about them
* Adapt their work according to their views and describe how they might develop it further
 |
| **Drawing** |
| * Experiment with ways in which surface detail can be added to drawings
* Draw for a sustained period of time at an appropriate level
 | **Lines and Marks**Make marks and lines with a wide range of implementsExperiment with different grades of pencil | **Shape**Draw different forms and shapesBegin to show an awareness of objects having a third dimension | **Tone**Apply tone in a drawingAchieve variations in tone by using different grades of pencil | **Texture**Apply pattern and texture in a drawing using a wide range of drawing implements |
| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Explore ideas using digital sourcesRecord, collect and store visual information digitallyPresent recorded visual images using softwareUse a graphics package to create images and effects | Work in monochrome – shades of one colourMix primary and secondary colours and use tints and shadesCreate mood in a painting by choice of colourApply paint to paper in different ways eg. dribble, splash etc..Explore Pointillism Make own paintbrushes and use to create different effectsWork on a range of scales | Design own printing blocks by using ideas explored in sketch book – possibly base this on patterns in the environmentRevisit printing with more than one colour using a relief/impressed method | Use pattern from different cultures as a starting point for designs (opportunity to use sketch books to collect ideas)Create silk paintings using gold and silver pens and silk paint | Experiment with constructing and joining recycled, natural and manmade materialsClayMake a thumb pot or coil pot with form and decoration | Use ceramic mosaic to produce a piece of artworkUse a range of techniques in a piece of work - revisit tearing, overlapping and layering |
| Example Artist  | Example ArtistSeurat - Pointillism | Example Artist | Example ArtistSissi Siska – silk painting artist | Example ArtistMichelle Reader – reuses waste materials to create unique sculptures | Example ArtistGaudi - mosaic |

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| **Year 5 Progression in Art and Design Skills** |
| **Exploring and Developing Ideas*** Use sketchbooks to collects and record visual information from different sources
* Select and record from first- hand observation, experience and imagination and explore ideas for different purposes
* Question and make thoughtful observations about starting points and select ideas to use in their work
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
 | **Evaluating and Developing Work*** Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them
* Adapt their work according to their views and describe how they might develop it further
* Annotate work in a sketchbook
 |
| **Drawing** |
| * Work from a variety of sources including observation, photographs and digital images
* Work in a sustained and independent way to create a detailed drawing
* Develop close observation skills using a view finder
* Use a sketchbook to collect and develop ideas
* Identify artists who have worked in a similar way to their own work
 | **Lines, Marks, Tone, Form and Texture*** Use dry or wet media to make different marks, tone, form and texture within a drawing
* Explore colour mixing and blending with coloured pencils
* Use different techniques for different purposes eg shading or hatching
 | **Perspective and Composition*** Begin to use simple perspective in their work using a single focal point and horizon
* Begin to develop an awareness of composition, scale and proportion in their drawings
 |
| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Explore ideas using digital sourcesRecord, collect and store visual information digitallyPresent recorded visual images using softwareUse a graphics package to import or create/manipulate images | Make paintings with a background, foreground and middle groundDevelop a painting from a drawingWork back into paintings with mixed media eg. include collage, pen etc..Be able to mix colours to create skin tones | Create printing blocks using sketchbook ideasExperiment with overprinting and colour | Experiment with Batik techniques eg - Use a mix of flour and water to act as a resist on fabricLearn and revise stitches – running stitch, cross stitch, back stitch and create textiles using a combination of stitches | Use recycled, natural and manmade materials to create sculpturesPlan a sculpture through a drawingShape, form, model and construct from observations and imagesClay Develop skills using clay eg Roll a slab to create a cylinder type pot and/or advanced joining of thumb pots to make a small animal such as a hedgehog or mouse | Add collage to a painted/printed backgroundUse the natural environment and/or townscape to stimulate collage work |
| Example Artist  | Example ArtistKaterina Apale – good use of colour | Example Artist | Example Artist‘Adire textiles’ – a resist dyeing technique used in South West Nigeria | Example Artists/styleSteam PunkGoncalo Mabunda – sculptureLorenzo M.Duran – leaf art work | Example ArtistMerve Ozaslan – gives vintage photos a natural touch |

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| **Year 6 - Progression in Art and Design Skills** |
| **Exploring and Developing Ideas*** Use sketchbooks to collects and record visual information from different sources
* Select and record from first- hand observation, experience and imagination and explore ideas for different purposes
* Question and make thoughtful observations about starting points and select ideas to use in their work
* Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures
 | **Evaluating and Developing Work*** Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them
* Adapt their work according to their views and describe how they might develop it further
* Annotate work in a sketchbook
 |
| **Drawing** |
| * Work from a variety of sources including observation, photographs and digital images
* Work in a sustained and independent way to create a detailed drawing
* Develop close observation skills using a view finder
* Use a sketchbook to collect and develop ideas
* Identify artists who have worked in a similar way to their own work
 | **Lines, Marks, Tone, Form and Texture*** Use dry or wet media to make different marks, tone, form and texture within a drawing
* Explore colour mixing and blending with coloured pencils
* Use different techniques for different purposes eg shading or hatching
 | **Perspective and Composition*** Begin to use simple perspective in their work using a single focal point and horizon
* Begin to develop an awareness of composition, scale and proportion in their drawings
 |
| **Digital Media** | **Painting** | **Printing** | **Textiles** | **3D** | **Collage** |
| Explore ideas using digital sourcesRecord, collect and store visual information digitallyPresent recorded visual images using softwareUse a graphics package to import or create/manipulate imagesUse the computer to create a design and print onto fabric using transfer paper | Use a wide range of techniques in their work, drawing upon ideas from other artists and begin to develop their own styleCreate imaginative work based on a variety of sources eg poetry, book, music or observationCarry out preliminary studies for a piece of work, trying out different media and materials and mixing appropriate coloursUse a range of paint eg acrylic, oil, water coloursExplain why they have chosen specific techniques | Develop printing techniques eg mono printing, block, relief or impressedWork into/enhance prints using different media and methods such as collage, drawing with pens or stitchingDevelop skills in ‘Screen Printing’?  | Work back into prints with stitching, collage, drawing etc..Show precision in techniquesLearn a new technique not taught eg. felting | Create models on a range of scales using recycled, natural and man made materialsPlan a sculpture through a drawing Children to be more reliant on their own ideas and knowledge of sculpture during the planning and designing processInclude visual and tactile elements to their work | Use a range of media to create collages eg.create a collage face using different materialsUse different techniques, colours and textures when designing and making pieces of artwork |
| Example Artist  | Example ArtistJapanese Art (links with Kensuke’s Kingdom)Hokusai – The great wave off Kanagawa | Example ArtistBanksy – street art ? | Example ArtistsJo Hill – textilesLucy Ann Wray – designer mixed media | Example ArtistsAlexander Calder – wire face sculptures(Link with the book ‘Wonder’)Giacometti – figure sculpture | Example ArtistPicasso – expressionist faces |