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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. | |
| **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 | | | | | | | | | |
| **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. | | | | |
| 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. | | | | |
| **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. | | | | |
| 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. | | | | |
| **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. | | | | |
| 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. | | | | |
| **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 | | | | | | | | | |
| **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 correctly  Mix primary colours (red yellow blue) to make secondary colours (orange purple green)  Explore and use different types of paint including ready mixed, powder, water colour  Mix sand, sawdust, washing up liquid etc. into paint to change its consistency and texture  Plant flat and upright  Paint 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 veg  Create print pictures with different shaped objects eg. a castle  Use hands to make prints – use in colour mixing  Make repeating patterns with printed objects  Create monoprints – make marks in palettes of printing ink and then use paper to make a print | | Learn to weave – start with simple paper weaving  Thread and weave into orange netting, garden netting, mush etc.. using strips of material, thick wool etc..  Create own pictures using fabric paints and crayons  Apply 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 led  Use glue, tape and other fastenings eg. paper clips  Use play dough/plasticine/salt dough to practise rolling, pinching etc..  Clay  Make thumb pots  Draw 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 paper  Have 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 Artist  Mondrian – blocks of colour  Georgia O’Keeffe - flowers | | | Example Artist  Kandinsky | | Example Artist  Damien Hirst - Rainbows | Example Artist | Example Artist  Giuseppe 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 | | |
| **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 observation  Experiment with simple marks and patterns  Draw on different surfaces | | **Shape**  Observe and draw shapes from observations  Draw 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 sources  Create 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 sizes  Mix own colours such as pink, grey and brown  Develop a vocabulary to discuss colour eg. happy/sad, hot/cold etc..  Work on both small and large scale  Add white to colours to make tints and black to colours to make shades  Paint a picture of something they can see | | | Create simple printing blocks using Press Print  Print onto different surfaces eg. paper, maps or fabric  Make a simple textured block using 2/3 found objects/materials and print with ink and rollers | | Develop cutting skills with scissors  Learn how to thread a needle (large plastic ones)  Simple stitching into binca or felt  Cut and shape fabrics and attach using glue or simple stitches. Apply decoration using beads, buttons, feathers etc.. to create a piece of work  Create 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 ways  Understand the safety and basic care of materials and tools  Clay  Roll out a piece of clay and shape with a cutter eg. fish  Press objects into the clay to create different textures  Talk about changes in clay as it dries | Hold scissors and develop control when cutting  Cut and tear different papers. Assemble into a picture  Sort and group materials for different purposes eg. a collage of papers to show a cold colour  Gather 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 Artist  Jackson Pollock – large scale – opportunity for collaborative work | | | Example Artist  Lancaster based artist Jenny McCabe  (makes screen prints and prints onto different backgrounds) | | Example Artist  Anne Brooke – Paper collage/sewn into | (Example Artists!)  Use ‘fish mosaic’ in school for inspiration – look at texture, colour, design and form | Example Artist  Matisse – ‘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 observation  Experiment with simple marks and patterns  Draw on different surfaces | **Shape**  Observe and draw shapes from observations  Draw 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 sources  Record visual information digitally  Use a graphics package to create images and effects with lines, shapes, colours and texture | Make paintings and begin to combine with different media eg collage  Experiment 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 marks  Learn how to create a background using a wash | Explore printing in relief - string and card to make a print block  Create 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 berries  Join materials using simple stitches  Learn how to sew a button onto a piece of fabric or felt  Create a collaborative wall hanging by putting individual pieces together  Learn how to plait eg use thick wool | Manipulate malleable materials in a variety of ways  Use art straws/ pipe cleaners to create structures  Clay  Teach how to make a slip when adding pieces of clay  Revise making thumb pots and change surface of the clay eg. scratch a design into the surface/add decoration/features  Teach how to make a basic coil pot | Use a variety of media to make a collage eg. fabric, crepe paper, magazines  Use a combination of techniques eg. folding, crumpling, overlapping in a piece of work |
| Example Artist | Example Artist  Van Gogh – The Starry Night | Example Artist/Culture  Aboriginal Art | Example Artist  Alma Thomas – use of bright colours, could be used as a stimulus for a whole class project | Example Artist  James DeRosso – clay monsters | Example Artist  Kurt 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 implements  Experiment with different grades of pencil | **Shape**  Draw different forms and shapes  Begin to show an awareness of objects having a third dimension | **Tone**  Apply tone in a drawing  Achieve 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 sources  Record, collect and store visual information digitally  Present recorded visual images using software  Use a graphics package to create images and effects  Take photographs of the ‘land art’ inspired by Andy Goldsworthy | Introduce the ‘Colour Wheel’. Be able to identify primary, secondary, complementary and contrasting colours  Explore links between colours and feelings  Work as an individual and part of a group  Experiment 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 stitch  Learn how to tie dye | Plan, design and make models from observation or imagination  Use 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 model  Use natural objects to make patterns on the ground | Experiment with a range of collage techniques  Cut shapes accurately with scissors  Use 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 Artist  Van Gogh – very fond of using contrasting colours in his artwork eg orange and blue  in ‘The Mulberry Tree’  Kandinsky – used colour to express emotions | Example Artist  Ruth Green - Print maker | Example Artist  Indian Art/Tie dye techniques | Example Artists  Andy Goldsworthy – land art  Brendan Jamison – creates sugar cube sculptures | Example Artist  Romare 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 implements  Experiment with different grades of pencil | **Shape**  Draw different forms and shapes  Begin to show an awareness of objects having a third dimension | **Tone**  Apply tone in a drawing  Achieve 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 sources  Record, collect and store visual information digitally  Present recorded visual images using software  Use a graphics package to create images and effects | Work in monochrome – shades of one colour  Mix primary and secondary colours and use tints and shades  Create mood in a painting by choice of colour  Apply paint to paper in different ways eg. dribble, splash etc..  Explore Pointillism  Make own paintbrushes and use to create different effects  Work on a range of scales | Design own printing blocks by using ideas explored in sketch book – possibly base this on patterns in the environment  Revisit 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 materials  Clay  Make a thumb pot or coil pot with form and decoration | Use ceramic mosaic to produce a piece of artwork  Use a range of techniques in a piece of work - revisit tearing, overlapping and layering |
| Example Artist | Example Artist  Seurat - Pointillism | Example Artist | Example Artist  Sissi Siska – silk painting artist | Example Artist  Michelle Reader – reuses waste materials to create unique sculptures | Example Artist  Gaudi - 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 sources  Record, collect and store visual information digitally  Present recorded visual images using software  Use a graphics package to import or create/manipulate images | Make paintings with a background, foreground and middle ground  Develop a painting from a drawing  Work 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 ideas  Experiment with overprinting and colour | Experiment with Batik techniques eg - Use a mix of flour and water to act as a resist on fabric  Learn 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 sculptures  Plan a sculpture through a drawing  Shape, form, model and construct from observations and images  Clay  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 background  Use the natural environment and/or townscape to stimulate collage work |
| Example Artist | Example Artist  Katerina Apale – good use of colour | Example Artist | Example Artist  ‘Adire textiles’ – a resist dyeing technique used in South West Nigeria | Example Artists/style  Steam Punk  Goncalo Mabunda – sculpture  Lorenzo M.Duran – leaf art work | Example Artist  Merve 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 sources  Record, collect and store visual information digitally  Present recorded visual images using software  Use a graphics package to import or create/manipulate images  Use 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 style  Create imaginative work based on a variety of sources eg poetry, book, music or observation  Carry out preliminary studies for a piece of work, trying out different media and materials and mixing appropriate colours  Use a range of paint eg acrylic, oil, water colours  Explain why they have chosen specific techniques | Develop printing techniques eg mono printing, block, relief or impressed  Work into/enhance prints using different media and methods such as collage, drawing with pens or stitching  Develop skills in ‘Screen Printing’? | Work back into prints with stitching, collage, drawing etc..  Show precision in techniques  Learn a new technique not taught eg. felting | Create models on a range of scales using recycled, natural and man made materials  Plan a sculpture through a drawing Children to be more reliant on their own ideas and knowledge of sculpture during the planning and designing process  Include visual and tactile elements to their work | Use a range of media to create collages eg.  create a collage face using different materials  Use different techniques, colours and textures when designing and making pieces of artwork |
| Example Artist | Example Artist  Japanese Art (links with Kensuke’s Kingdom)  Hokusai – The great wave off Kanagawa | Example Artist  Banksy – street art ? | Example Artists  Jo Hill – textiles  Lucy Ann Wray – designer mixed media | Example Artists  Alexander Calder – wire face sculptures  (Link with the book ‘Wonder’)  Giacometti – figure sculpture | Example Artist  Picasso – expressionist faces |