

ART

**AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS**

NATIONAL CURRICULUM STATEMENT

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- *produce creative work, exploring their ideas and recording their experiences
- *become proficient in drawing, painting, sculpture and other art, craft and design techniques
- *evaluate and analyse creative works using the language of art, craft and design
- *know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

OUR INTENT

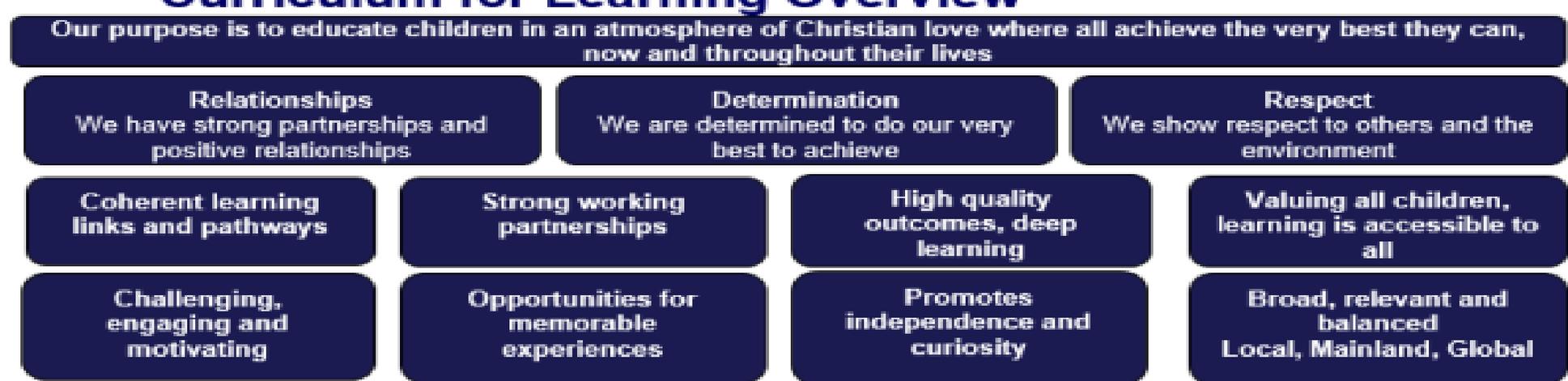
By the time our children leave our school, our art provision will have provided them with a deeper understanding of visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.



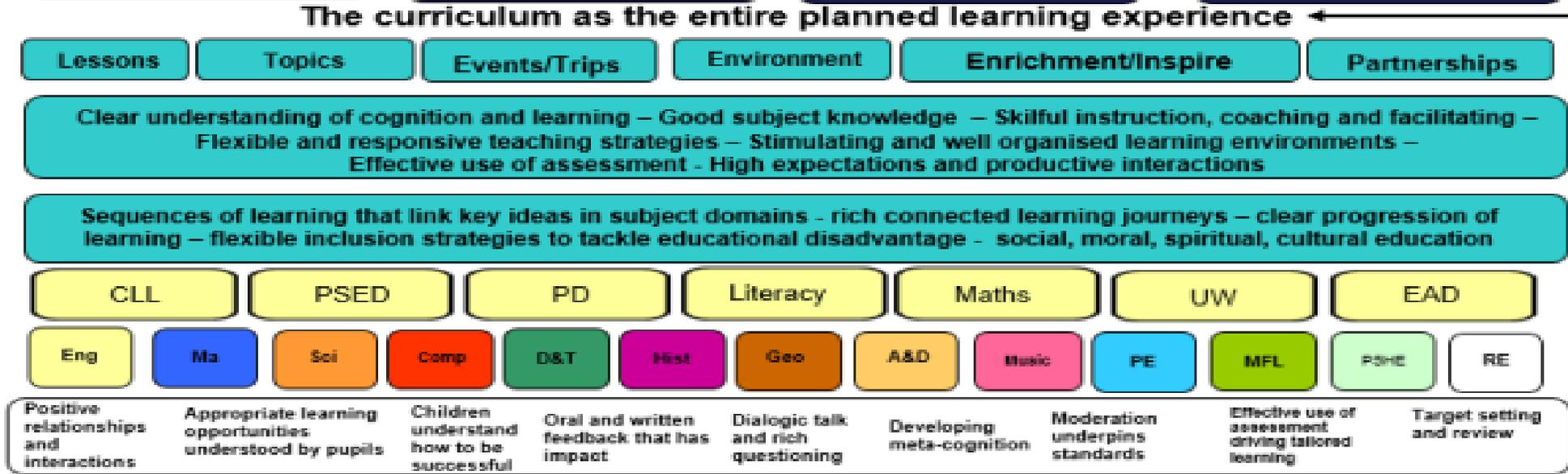
The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

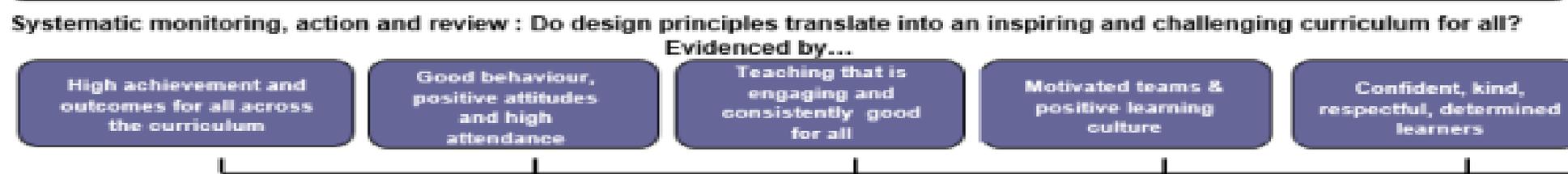
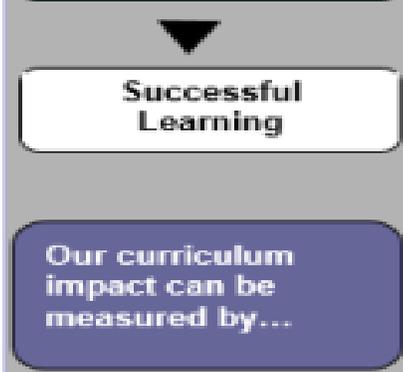
What are we trying to achieve?



How do we implement?



What is the impact?





ART AND DESIGN AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



Federation Vision for Art and Design – Intention for Children
 By the time our children leave our school, our art and design provision will have equipped them with the knowledge and skills to experiment, invent, create, craft and design their own works of art. Enabling them to bring their imaginations to life, whilst also allowing them to think critically and develop a rigorous understanding of art and design.

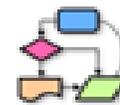
Big Ideas

- Producing creative work – exploring ideas through recording using a range of artistic platforms.
- Proficient in a range of techniques – these include drawing, painting, sculpture, craft and design.
- Analysing works – using the correct terminology of art, craft and design, extending this through the key stages.
- Knowledge of great artists – understanding the historical importance and cultural development of their art forms.



Content and Sequencing (Broad, relevant and balanced)

- Using a range of materials (KS1) developing the control and use of these materials for creative experimentation and function (KS2)
- Developing a wide range of art and design techniques such as use of colour, pattern, texture, line, shape, form and space (KS1) Improving the mastery of the aforementioned areas (KS2)
- Being able to make notes about differences and similarities between different pieces of work by different artists (KS1) increasing awareness through to architects and designers through history.



Vision for the Federation Learning Principles in Art and Design

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
The use of cultural art pieces linking to the topic the children are working on other foundation subjects such as history.	Opportunities to work in pairs or small groups to create collaborative art projects encompassing their collective creativity.	Through the mastery of artistic <u>techniques</u> the children will be able to achieve high quality outcomes.	Celebrating the achievements of all children through the use of displays and as a result encouraging a sense of personal gratification.	Giving a range of topics for children to base their artistic creations on that will motivate and engage.	Enabling children a breadth of engaging cultural stimuli that they otherwise would not experience.	Giving children the chance to apply their learned skills to unlock their human creativity.	Delving into the global and local influences that has shaped the artistic endeavours of famous artists.
Links with English and Maths		Progress		Support			
Maths: Measurement, ratio and proportion and shape both 2d and 3d. English: Researching, reading and comprehending information about important artists through history.		Sketching books in KS2 will show development of children's sketching and observation skills. Artistic creations will show the use of a variety of techniques and range of materials increasing in complexity appropriate for their key stage.		Everyone has access to the art and design National Curriculum. Children will be supported with recapping any basic skill not achieved in previous year groups. Scaffolding art tasks, for example the use of guide lines, pre-made elements.			

PROGRESSION OF SKILLS

1. Knowledge
2. Skills
3. Vocabulary
4. Resources
5. Overview of coverage

Art and Design	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Knowledge</p>	<p><u>Expressive arts and design</u> <u>Understanding the World / Being Imaginative</u></p> <p><u>Creating through exploration:</u> Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.</p> <p><u>Shaping own ideas:</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>Children represent their own ideas, thoughts and feelings through art and stories.</p>	<p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <p>KS1 Art and Design National Curriculum To understand 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> - describe the work of famous, notable artists and designers; - express an opinion on the work of famous, notable artists; - use inspiration from famous, notable artists to create their own work and compare; 	<p>Children continue to study the works of famous artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists through history, studying their techniques and processes.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use inspiration from famous artists to replicate a piece of work; - reflect upon their work inspired by a famous notable artist and the development of their art skills; - express an opinion on the work of famous, notable artists and refer to techniques and effect; 	<p>Children continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> - give detailed observations about notable artists', artisans' and designers' work; - offer facts about notable artists', artisans' and designers' lives;
<p>Skills</p>	<p><u>Drawing:</u> Children can: Draw from imagination and first hand observation – representing their own ideas/observations. Explore making different lines – of growing complexity – linked to hand control/dexterity and gross/ fine motor development. Have experience of drawing with a range of tools and experience techniques to colour – and the effect of pressing lightly and hard.</p>	<p><u>Drawing</u> Children begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KS1 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> • draw lines of varying thickness; • use dots and lines to demonstrate pattern and texture; • use different materials to draw, for example pastels, chalk, felt tips; • use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space. 	<p><u>Drawing</u> Children develop their knowledge of drawing by continuing to use a variety of drawing tools from KS1. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KS1 accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - experiment with showing line, tone and texture with different hardness of pencils; - use shading to show light and shadow effects; - use different materials to draw, e.g. pastels, chalk, felt tips; - show an awareness of space when drawing; - use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, patterns, texture, form, shape, tone, outline. 	<p><u>Drawing</u> Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; - depict movement and perspective in drawings; - use a variety of tools and select the most appropriate; - use key vocabulary to demonstrate knowledge and understanding in this strand: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.

	<p><u>Painting:</u> Children can: Select colours to create their desired effect. Children can mix colours to make new colours, commenting on the change they see. They begin to see the effect of adding white and darker colours to their base colour.</p>	<p><u>Painting</u> Children can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours. KS1 Art and Design National Curriculum To become proficient in painting techniques. To use painting to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> - name the primary and secondary colours; - experiment with different brushes (including brushstrokes) and other painting tools; - mix primary colours to make secondary colours; - add white and black to alter tints and shades; - use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint. 	<p><u>Painting</u> Children continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - use varied brush techniques to create shapes, textures, patterns and lines; - mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; - create different textures and effects with paint; - use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. 	<p><u>Painting</u> Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods. KS2 Art and Design National Curriculum To become proficient in painting techniques. To improve their mastery of art and design techniques, including painting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - create a colour palette, demonstrating mixing techniques; - use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; - use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.
	<p><u>Sculpture</u> Children can: Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models. Experiment with shaping clay and malleable materials with a range of tools and techniques including rolling and squeezing.</p>	<p><u>Sculpture</u> Children have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can:</p> <ul style="list-style-type: none"> - use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; - use a variety of techniques, e.g. rolling, cutting, pinching; - use a variety of shapes, including lines and texture; - use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric. 	<p><u>Sculpture</u> Children still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction, asking and answering questions such as, 'How can it go higher?' Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - cut, make and combine shapes to create recognisable forms; - use clay and other malleable materials and practise joining techniques; - add materials to the sculpture to create detail; - use key vocabulary to demonstrate knowledge and understanding in this strand: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. 	<p><u>Sculpture</u> Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can:</p> <ul style="list-style-type: none"> - plan and design a sculpture; - use tools and materials to carve, add shape, add texture and pattern; - develop cutting and joining skills, e.g. using wire, coils, slabs and slips; - use materials other than clay to create a 3D sculpture; - use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

	<p>Collage</p> <p>Children can represent their own ideas by exploring a range of materials and by combining and joining them in different ways.</p> <p>Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.</p> <p>They experiment with how they place materials so that their desired effect is achieved.</p> <p>Children give time and thought to add finishing touches to enhance their work.</p>	<p>Collage</p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> - use a combination of materials that have been cut, torn and glued; - sort and arrange materials; - add texture by mixing materials; - use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<p>Collage</p> <p>Children continue to explore creating collage with a variety of media, e.g. paper and magazines. They experiment with sorting and arranging materials with purpose to create effect. They learn new techniques, e.g. overlapping, tessellation, mosaic and montage. KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> - select colours and materials to create effect, giving reasons for their choices; - refine work as they go to ensure precision; - learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; - use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<p>Collage</p> <p>Children experiment with mixing textures and with sorting and arranging materials with purpose to create effect. They develop their understanding of techniques learned in Lower KS2 and develop their own ideas through planning. KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – collage.</p> <p>Children can:</p> <ul style="list-style-type: none"> - add collage to a painted or printed background; - create and arrange accurate patterns; - use a range of mixed media; - plan and design a collage; - use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
	<p>Textiles</p> <p>Children have opportunities to feel, cut and use a variety of fabrics in their work, including felt.</p> <p>Children have opportunities to use thread (wool and cotton) to sew – using a needle to make lines/shapes.</p> <p>Children explore with joining materials with glue to create desired effect/items.</p>	<p>Textiles:</p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plating. They explore which textiles are best to use and produce the best result. Children will also explore decorating and embellishing their textiles to add detail, colour and effect. KS1 Art and Design National Curriculum</p> <p>To become proficient in other art, craft and design techniques – textiles.</p> <p>To develop a wide range of art and design techniques in using colour, pattern and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> - show pattern by weaving; - use a dyeing technique to alter a textile's colour and pattern; - decorate textiles with glue or stitching, to add colour and detail; - use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set. 	<p>Textiles:</p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in lower KS2. KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> - select appropriate materials, giving reasons; - use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; - develop skills in stitching, cutting and joining; - use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Textiles:</p> <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques with a range of materials – textiles.</p> <p>Children can:</p> <ul style="list-style-type: none"> - experiment with a range of media by overlapping and layering in order to create texture, effect and colour; - add decoration to create effect; - use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

	<p>Printing: Children use a variety of tools to print to make pictures, repeating patterns and to express their own ideas. (sponges, shapes, numicon, shaped vegetables, polystyrene, hands and feet etc)</p> <p>Children explore printing with different paints, inks, water, mud and other suitable mediums in the indoor and outdoor classroom and observe the different finishes created when pressing lightly and hard.</p>	<p>Printing: Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can:</p> <ul style="list-style-type: none"> - copy an original print; - use a variety of materials, e.g. sponges, fruit, blocks; - demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; - use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>Printing: Children use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> - use more than one colour to layer in a print; - replicate patterns from observations; - make printing blocks; - make repeated patterns with precision; - use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. 	<p>Printing: Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can:</p> <ul style="list-style-type: none"> - design and create printing blocks/tiles; - develop techniques in mono, block and relief printing; - create and arrange accurate patterns; - use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Vocabulary	Paint, draw, print, mix, colour names, light and dark, roll, press, stamp, make, shape (and shape names), create, portrait, patterns.	Paint, draw, sketch, light (pressing), hard, smudge, blend, portrait, printing, landscape, first-hand observation, mixing, artist, rolling, pressing, stamping, shades, light (colour), dark, primary colours, self portrait, dry/sea scape.	Paint, draw, sketch, light, hard, smudge, blending, portrait, printing, landscape, first-hand observation, mix, vertical, horizontal, artist, famous, gallery, shading, primary and secondary colours, spectrum, sculptures, sculpt, texture, weave, stitch, mosaic, tessellation, 2D/3D.	Paint, draw, sketch, light, hard, smudge, blending, portrait, printing, landscape, first-hand observation, mix, vertical, horizontal, artist, famous, gallery, shading, primary and secondary colours, spectrum, sculptures, sculpt, texture, weave, stitch, mosaic, tessellation, 2D/3D, perspective, symmetry, focal point, horizon, vanishing point,
Resources – including link to Reading	Books, Internet, Real-life examples, Paints – ready mix, Chalks, Brushes, Palettes, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, sewing (threads and fabric), different materials to paint on (fabrics, card, coloured backgrounds), scissors, glitter, sequins, rubbers, iPad, computer,	Books, Internet, Real-life examples, Paints – ready mix, Chalks, Brushes, Palettes, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, rollers (printing items), sketching pencils, scissors, rubbers, coloured pencils, dyes, sewing (threads/wool), sketch books.	Books, Internet, Real-life examples, Paints – ready mix, watercolour, Chalks, Brushes, Oil Pastels, Charcoal, Palettes, Sponges, Clay, Papier-Mache, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, scissors, wire (sculpture), coloured pencils, sewing (threads/wool), sketch books.	Books, Internet, Real-life examples, Paints – ready mix, batik, Chalks, Brushes, Palettes, Sponges, Clay, Papier-Mache, Mod-rock, Glue, Glue-Spreaders, Materials – fabric, paper, wood, plastics (collage), crayons, felt tips, mud, sand, foods, wire (sculpture), coloured pencils, dyes, sewing (threads/wool), sketch books.

SHALFLEET Autumn	EYFS	1	2	3	4	5	6
Drawing	*Draw lines and circles using gross motor movements.		*To understand what a portrait is. *To draw a self portrait. *To draw a portrait *To understand that colours are important for portraits. *To draw a portrait of Queen Victoria	*To draw Stonehenge in silhouette using pastels and card, after class discussion.		*To learn about great artists, architects and designers in history (Edward Hopper and his work) *To sketch a USA landmark in the style of Edward Hopper *To sketch a pattern	*To Draw from imagination and first hand observation- representing their own ideas and observations
Painting	*Explore and learn how colour can be changed.	*To use primary colours to create other colours *Create a circles painting using colours I have mixed myself	*Children can explore using a variety of different brushes to see what happens *Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.	*To create wall paintings using Stone Age materials		To paint a picture of a USA landmark in the style of Edward Hopper	*To Learn about about great artists/ Explore war paintings and impressionists/ Select colours to create their desired effect
Sculpture		*To learn to use a range of materials creatively to design and make products in the context of making a clay model. *I can make a clay model of a natural		*To make a model of Stonehenge	*The opportunity to use a variety of materials for sculpting *To improve their mastery of art and design techniques, including sculpting		

YARMOUTH/ FRESHWATER Autumn	EYFS	1	2	3	4	5	6
Drawing	*Draw lines and circles using gross motor movements.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space in the context of creating observational drawings of natural materials.	To design our own Greek vase using sketching	To design our own Greek vase using sketching	*To learn about Andy Warhol and his work *To create a piece of work in the style of Andy Warhol using drawing and painting techniques.	*To learn about Andy Warhol and his work *To create a piece of work in the style of Andy Warhol using drawing and painting techniques.
Painting	*Explore and learn how colour can be changed.					*To create a piece of work in the style of Andy Warhol using drawing and painting techniques. *To create a piece of work in the style of Roy Lichtenstein using printing and painting techniques.	*To create a piece of work in the style of Andy Warhol using drawing and painting techniques. *To create a piece of work in the style of Roy Lichtenstein using printing and painting techniques.
Sculpture		*To use sculpture to develop and share their ideas, experience and imagination *To become proficient in sculpting techniques	*To use sculpture to develop and share their ideas, experience and imagination *To become proficient in sculpting techniques	To sculpt our own vase using clay	To sculpt our own vase using clay		

MEDIUM TERM PLANNING DOCUMENTS

- Autumn

- Spring

- Summer

OUR IMPLEMENTATION - ASSESSMENT

Class teachers use assessment to track the achievements of pupils through the computing subsections. This can influence next steps for pupils and the level of support needed.

I will use assessment to analyse summative data through the monitoring and evaluating process.

Key art targets for each sequence of lessons and children should be assessed against these.

The assessment model is designed to support all pupils to access the art curriculum and also challenge higher attaining pupils.

The assessment of art is supported by the targets from the art progression map and the assessment document is designed to support staff with accurate assessment measures by identifying children who have achieved targets and importantly inputting the names that have yet to achieve a target.

		Computing		PE		RE		Art	
		INFORMATION TECHNOLOGY		DANCE		COMMUNCIATE		KNOWLEDGE	
		Use the keyboard confidently to type a suitable page		Designing to rearrange laser materials and modifying expressions (chromatic)		Describe/ explain my own response to the concept of technology		Give detailed observations about suitable artists', artists' and designers' work	
	INFORMATION TECHNOLOGY - GENERAL	Use mouse keyboard effectively		Describe/ explain using appropriate laser equipment		Describe/ explain my own response to the concept of interpretation		Offer facts about suitable artists', artists' and designers' work	
		Organise files effectively using folders (or 5)		Combine flexibility, imagination and materials to create a final sequence		Describe/ explain my own response to the concept of stewardship		SKILLS	
		Operate a file folder using appropriate controls		Move appropriately and with the required style in relation to the situation, e.g. using various levels, ways of travelling and walking		Describe/ explain my own response to the concept of justice		Use a variety of techniques to add effects, e.g. shadows, reflection, halftone and cross-hatching	
		Design and create a folder		Designing to show a change of pace and timing in their movements		Describe/ explain my own response to the concept of sacred places		Digital movement and progression in drawing	
	DATA	Create a graph from a data (with labels and appropriate)		Use the space provided in his movement pattern		Describe/ explain my own response to the concept of name		Use a variety of tools and select the most appropriate	
								Use appropriate tools	



FEDERATION CURRICULUM ASSESSMENT



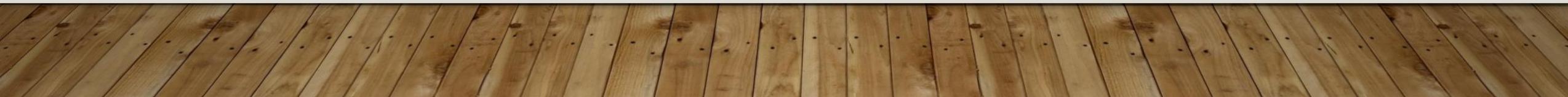
Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

	Computing INFORMATION TECHNOLOGY		PE DANCE	RE COMMUNCIATE		Art KNOWLEDGE	
		Use the keyboard efficiently to type at a suitable pace	Organising to rearrange 4 year materials and multi [using appropriate software]		Describe/ explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artists' and designers' work;
	INFORMATION TECHNOLOGY - GENERAL	Use common keyboard shortcuts	Demonstrates chosen movements throughout a 4 year sequence.		Describe/ explain my own responses to the concept of interpretation.		Offer Facts about notable artists', artists' and designers' lives;
		Organise Files effectively using folders [or S]	Combines flexibility, techniques and movements to create a floral sequence.		Describe/ explain my own responses to the concept of stewardship		SKILLS
		Operate a database using more complex searches	Moves appropriately and with the required style in relation to the situation, e.g. using various levels, usage of travelling and motifs.		Describe/ explain my own responses to the concept of justice.		Use a variety of techniques to add effects, e.g. shading, reflection, halftone and screen-knocking;
		Design and create a database	Organising to show a change of pace and timing in their movements.		Describe/ explain my own responses to the concept of sacred places.		Detail movement and progression in drawings;
	DATA					DRAWING	
		Create a graph from a data [with database and spreadsheet]	Use the space provided to his maximum potential.		Describe/ explain my own responses to the concept of unity.		Use a variety of tools and material the most appropriate;
							Use key vocabulary to



MONITORING AND EVALUATING

Impact of the implementation of the computing curriculum is measured in a variety of ways.

These include:

- Pupil Conferencing
- Work Scrutiny – alongside teacher's planning
- Assessment data
- Learning walks
- Learning environment

EVIDENCE ATTAINED FROM THESE FOLLOWS ON THE NEXT SLIDES (SPLIT INTO YEAR GROUPS)

ART IN EYFS

Projects for Autumn - combination of adult led and child led:

- Portraits, exploring close observation of our faces with mirrors.
- Colour mixing, exploring changes in colour and shades.
- Representing fireworks through printing, collage and chalk.

SHALFLEET - EXPLORING AND USING MEDIA AND MATERIALS



Aut 1: They experiment with how they place materials so that their desired effect is achieved.



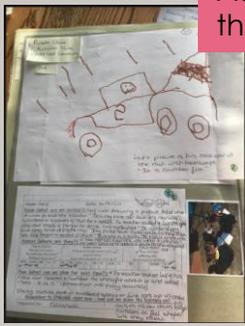
Aut 1: Select colours to create their desired effect.



Aut 1: Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.

Aut 1: Draw from imagination and first hand observation – representing their own ideas/observations.

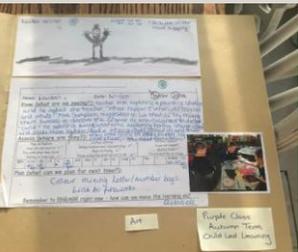
YARMOUTH - EXPLORING AND USING MEDIA AND MATERIALS



Aut 1: Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.



Aut 1: Select colours to create their desired effect.



Aut 1: Children can mix colours to make new colours, commenting on the change they see.



Aut 2 Children can represent their own ideas by exploring a range of materials and by combining and joining them in different ways.

Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.

They experiment with how they place materials so that their desired effect is achieved.

ART IN YEAR I

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

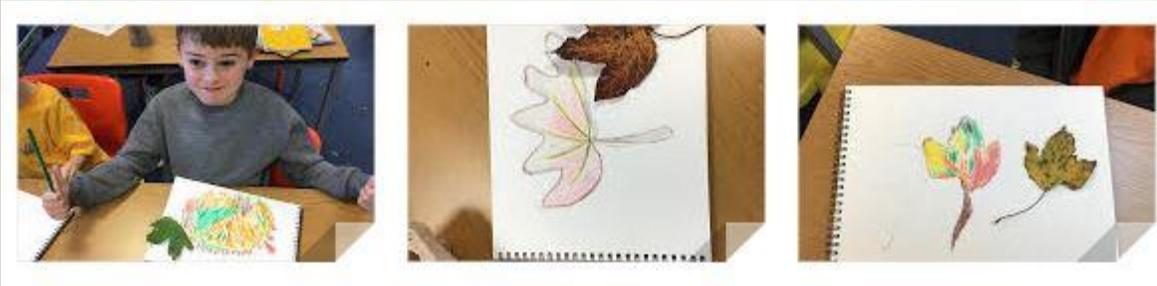
SHALFLEET – DRAWING

YEAR I



YARMOUTH – DRAWING

YEAR 1



Aut: To draw lines of varying thickness;
To use different materials to draw, for example pastels, chalk,
felt tips

SHALFLEET – PAINTING

YEAR 1



Aut: To use primary colours to create other colours
*Create a circles painting using colours I have mixed myself



YARMOUTH - PAINTING

YEAR I



SHALFLEET – SCULPTURE

YEAR 1



Aut2: To use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;

To use a variety of techniques, e.g. rolling, cutting, pinching;
use a variety of shapes, including lines and texture

YARMOUTH - SCULPTURE

YEAR 1



Aut: To use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;
To use a variety of techniques, e.g. rolling, cutting, pinching;
To use a variety of shapes, including lines and texture

SHALFLEET – COLLAGE

YEAR 1

Aut2 To use a combination of materials that have been cut, torn and glued;

To sort and arrange materials;

To add texture by mixing materials



YARMOUTH – COLLAGE

YEAR 1



Aut 1: To sort and arrange materials



SHALFLEET - TEXTILES

YEAR I



YARMOUTH - TEXTILES

YEAR I



SHALFLEET - PRINTING

YEAR I



YARMOUTH - PRINTING

YEAR 1



Aut: use a variety of materials, e.g. sponges, fruit, blocks;
demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing

ART IN YEAR 2

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

SHALFLEET - DRAWING

YEAR 2



Aut: Use different materials to draw, for example pastels, chalk, felt tips;



YARMOUTH – DRAWING

YEAR 2



SHALFLEET – PAINTING

YEAR 2



Aut: To use varied brush techniques to create shapes, textures, patterns and lines;
To mix colours effectively using the correct language, e.g. tint, shade, primary and secondary

YARMOUTH - PAINTING

YEAR 2



SHALFLEET - SCULPTURE

YEAR 2



YARMOUTH – SCULPTURE

YEAR 2



SHALFLEET - COLLAGE

YEAR 2



Aut 1: To sort
and arrange
materials

YARMOUTH - COLLAGE

YEAR 2

Aut 1: To sort and
arrange materials



SHALFLEET - TEXTILES

YEAR 2



YARMOUTH- TEXTILES

YEAR 2



SHALFLEET - PRINTING

YEAR 2



Aut: use a variety of materials, e.g. sponges, fruit, blocks;
demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing

YARMOUTH – PRINTING

YEAR 2

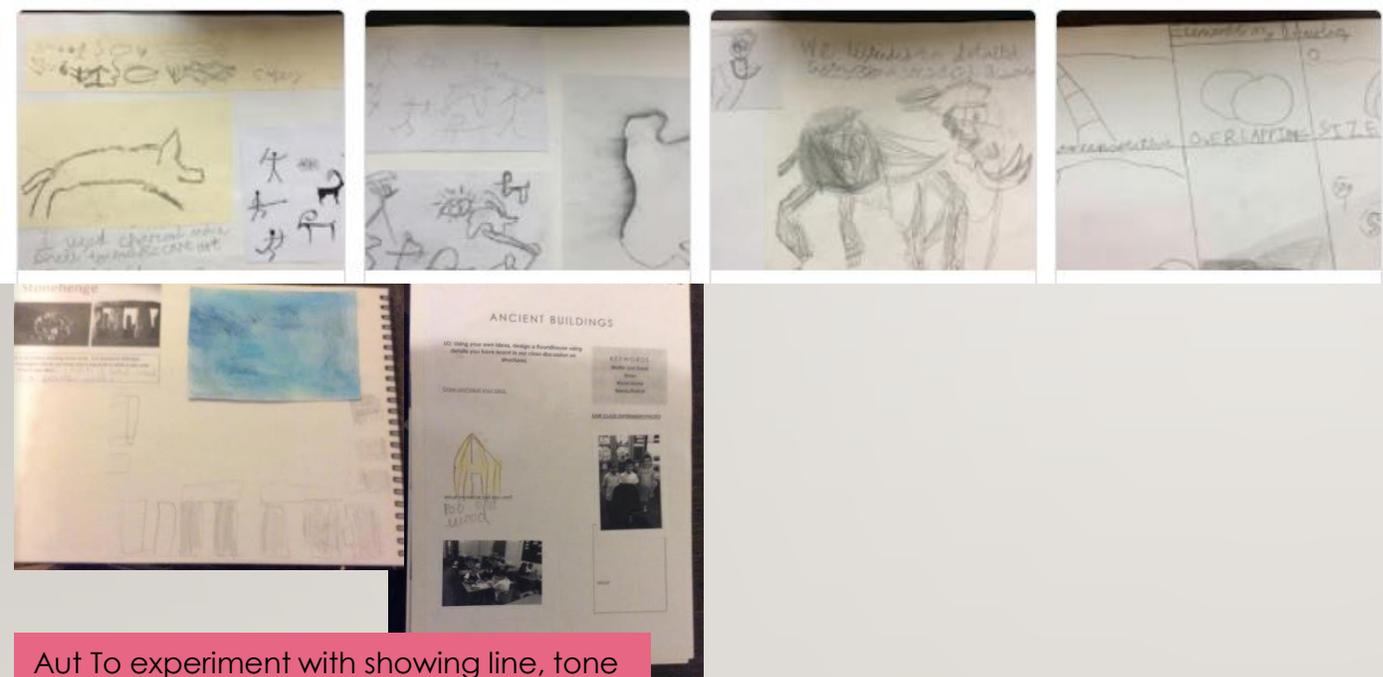


ART IN YEAR 3

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

SHALFLEET - DRAWING

YEAR 3



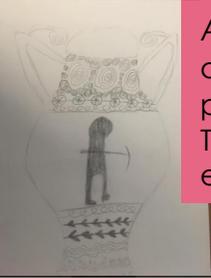
Aut To experiment with showing line, tone and texture with different hardness of pencils;
To use shading to show light and shadow effects

YARMOUTH - DRAWING

YEAR 3



Aut To experiment with showing line, tone and texture with different hardness of pencils;
To use shading to show light and shadow effects



SHALFLEET – PAINTING

YEAR 3



YARMOUTH - PAINTING

YEAR 3



SHALFLEET – SCULPTURE

YEAR 3



Aut: To cut, make and combine shapes to create recognisable forms;
To use clay and other malleable materials and practise joining techniques



Aut: To make a model of Stonehenge



YARMOUTH – SCULPTURE

YEAR 3



Aut: cut, make and combine shapes to create recognisable forms;
use clay and other malleable materials and practise joining techniques;
add materials to the sculpture to create detail



SHALFLEET – COLLAGE

YEAR 3



YARMOUTH - COLLAGE

YEAR 3



SHALFLEET - TEXTILES

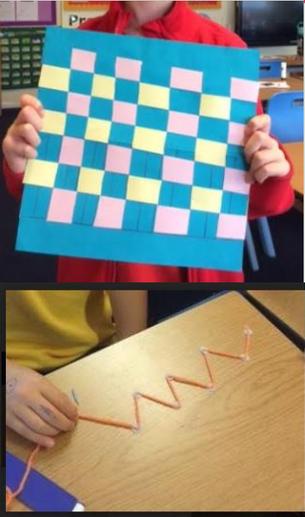
YEAR 3

Aut 1: use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;



YARMOUTH – TEXTILES

YEAR 3



Aut 1: use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;

SHALFLEET - PRINTING

YEAR 3



Aut: use more than one colour to layer in a print;
replicate patterns from observations;
make printing blocks;



YARMOUTH - PRINTING

YEAR 3



ART IN YEAR 4

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

SHALFLEET - DRAWING

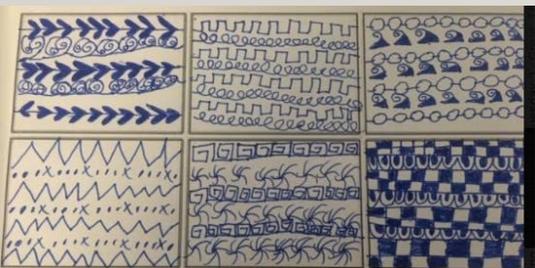
YEAR 4



YARMOUTH - DRAWING

YEAR 4

Aut To experiment with showing line, tone and texture with different hardness of pencils;
To use shading to show light and shadow effects



SHALFLEET – PAINTING

YEAR 4



YARMOUTH – PAINTING

YEAR 4



SHALFLEET – SCULPTURE

YEAR 4



Aut Use clay and other malleable materials and practise joining techniques

YARMOUTH – SCULPTURE

YEAR 4



Aut Use clay and other malleable materials and practise joining techniques

SHALFLEET – COLLAGE

YEAR 4



Aut: To select colours and materials to create effect, giving reasons for their choices



YARMOUTH – COLLAGE

YEAR 4



SHALFLEET - TEXTILES

YEAR 4



YARMOUTH – TEXTILES

YEAR 4



- Aut: select appropriate materials, giving reasons;
- use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;

SHALFLEET - PRINTING

YEAR 4



YARMOUTH - PRINTING

YEAR 4



ART IN YEAR 5

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

SHALFLEET – DRAWING

YEAR 5



Aut: experiment with showing line, tone and texture with different hardness of pencils; show an awareness of space when drawing

YARMOUTH - DRAWING

YEAR 5



Aut 1: To use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;

SHALFLEET PAINTING



Aut 1: To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces



YARMOUTH – PAINTING

YEAR 5



Aut 1 To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;



SHALFLEET - SCULPTURE

YEAR 5



YARMOUTH - SCULPTURE

YEAR 5



SHALFLEET - COLLAGE

YEAR 5



YARMOUTH - COLLAGE

YEAR 5



Aut; use a range of mixed media;
plan and design a collage;

SHALFLEET – TEXTILES

YEAR 5



YARMOUTH - TEXTILES

YEAR 5



SHALFLEET – PRINTING

YEAR 5



YARMOUTH - PRINTING

YEAR 5



ART IN YEAR 6

- Drawing
- Painting
- Sculpture
- Collage
- Textiles
- Printing

SHALFLEET – DRAWING

YEAR 6



YARMOUTH – DRAWING

YEAR 6



SHALFLEET - PAINTING

YEAR 6



Aut: To create a colour palette, demonstrating mixing techniques;
To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces

YARMOUTH - PAINTING

YEAR 6



Aut 1 To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;

SHALFLEET - SCULPTURE

YEAR 6



YARMOUTH – SCULPTURE

YEAR 6



SHALFLEET - COLLAGE

YEAR 6



YARMOUTH - COLLAGE

YEAR 6



Aut 2 add collage to a painted or printed background; create and arrange accurate patterns; use a range of mixed media; plan and design a collage

SHALFLEET - TEXTILES

YEAR 6



YARMOUTH - TEXTILES

YEAR 6



SHALFLEET – PRINTING

YEAR 6



Aut 1: To
design and
create printing
blocks/files;

YARMOUTH - PRINTING

YEAR 6



OUR IMPACT



ACTION PLAN



SUBJECT LEADER REPORT

