



# ART PORTFOLIO

**For 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

Art should be fully inclusive to every child. Our aims are to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, understand the evolution of various artforms, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works and effectively communicate their evaluations of their own work using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

Art and design teaching instils an appreciation and enjoyment of the visual arts. Art and design stimulates imagination and creativity; involving children in a range of visual, tactile and sensory experiences, which enable them to communicate what they see, think and feel through the use of the elements of colour, texture, form and pattern. Art and design promotes careful observation and an appreciation of the world around us. Children explore ideas and meanings through studying the work of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and on different periods and cultures. It should develop children's analysis and evaluation skills whilst studying a range of artists, designers and craftspeople throughout history as well as when critiquing their own work.

The aims of teaching art and design in our school are:

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

# The Federation of the Church Schools of Shalfleet and Yarmouth - Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement and Wellbeing

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Conscious Community, Community Map, Cultural Capital

Relationships

We have strong partnerships and positive relationships

Determination

We are determined to do our very best to achieve

Respect

We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

Broad, relevant and balanced  
Local, Mainland, Global

The curriculum as the entire planned learning experience

How do we implement?

Components

Teaching for Learning

Approaches

EYF S/National Curriculum

Lessons

Topics

Events/Trips

Environment

Enrichment/Inspire

Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skillful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL

PSED

PD

Literacy

Maths

UW

EAD

Eng

Ma

Sci

Comp

D&T

Hist

Geo

A&D

Music

PE

MFL

PSHE

RE

Positive relationships and interactions

Appropriate learning opportunities understood by pupils

Children understand how to be successful

Oral and written feedback that has impact

Dialogic talk and rich questioning

Developing meta-cognition

Moderation underpins standards

Effective use of assessment driving tailored learning

Target setting and review

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

What is the impact?

Successful Learning

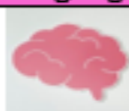
Our curriculum impact can be measured by...

## Federation Vision for Art and Design – Intention for Children

Art should be fully inclusive to every child. Our intent is to: fulfil the requirements of the National Curriculum for art and design, provide a broad and balanced curriculum, ensure the progressive development of knowledge and skills, enable children to observe and record from first-hand experience and from imagination, develop the children's competence in controlling materials and tools, acquire knowledge and become proficient in various art and design techniques and processes, begin to develop an awareness of the visual and tactile elements including; colour, pattern and texture, line and tone, shape, form and space, foster enjoyment and appreciation of the visual arts and develop a knowledge of significant artists, craftspeople and designers, understand the evolution of various artforms, increase critical awareness of the roles and purposes of art and design in different times and cultures, and analyse works and effectively communicate their evaluations of their own work using the language of art and design and develop a cross-curricular approach to the use of art and design in all subjects.

### 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.



### EYFS (see further guidance at bottom of page)

This PRIME area of the curriculum is a thread which runs through all subjects:

#### Communication and Language

##### Listening and Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and forth exchanges with their teacher and peers.

##### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

#### Links to Art

##### 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.
- Make use of props and materials when role playing characters in narratives and stories.

##### Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.

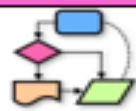
##### Physical Development: Fine Motor Skills:

- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



### 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 and /or historical art pieces linking to the topics the children are studying in other foundation subjects such as the humanities.	Opportunities to work in pairs or small groups to create collaborative art projects encompassing their collective creativity.	Through the study, practise and mastery of artistic techniques, the children will be able to achieve high quality outcomes.	Studying a wide range of artists to show that art is for everyone. 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. Allowing children to have the opportunity to be creative and develop their own styles.	Enabling children to experience a breadth of engaging cultural stimuli that they otherwise would not experience. This could include the study of local artist from the IOW.	Giving children the chance to apply their learned skills to unlock their human creativity. Allow children the chance to try new things and not be afraid to experiment.	Delving into the global and local influences that has shaped the artistic endeavours of famous artists as well as artists from the Isle of Wight.

<b>Links with English and Maths</b> 	<b>Progress</b> 	<b>Support</b> 
<b>Maths:</b> Measurement, ratio and proportion and shape both 2d and 3d. <b>English:</b> 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.

**EYFS** - The new Early Years Foundation Stage Profile whilst statutory should not be used as a curriculum for EYFS. It is intended to be used as a valid, reliable and accurate assessment of a child's development of the EYFS in the summer term. The Early Learning Goals provide a snap shot of skills and knowledge for children to work towards during their time in Early Years but are not a tick list or exhaustive list for children to achieve.

A broad, engaging curriculum in EYFS builds primarily on child interests, themes at particular times of the year, experiences outside of the school gate, practitioner knowledge of child development and their unique understanding of each child in their setting. The EYFS team must use the Early Learning Goals as one element in building a fun, challenging and engaging year for all children as they start their school journey. Learning is in the moment, flexible, with adult led challenges sprinkled alongside play based experiences to ensure children not only develop fundamental skills for their onward school journey, some of which are outlined in the early learning goals, but that they develop a love of learning.

Practitioners not only develop children's subject knowledge but work closely with them to promote and develop the characteristics of effective learning: Playing and exploring, Active learning and Creating / Thinking Critically.

Subject leads must also consider that EYFS does not operate in discrete subjects but rather through class themes and child interests, a particular focus/observation may be littered with references to several of the subject areas found within the National Curriculum.



# 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
Knowledge	<p><b><u>Expressive arts and design</u></b> <b><u>Understanding the World / Being Imaginative</u></b></p> <p><b><u>Creating through exploration:</u></b> Safely explore and use a variety of materials, tools and techniques, experimenting with design, texture, form and function.</p> <p><b><u>Shaping own ideas:</u></b> 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. KS1 Art and Design National Curriculum</p> <p>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"> <li>describe the work of famous, notable artists and designers;</li> <li>express an opinion on the work of famous, notable artists;</li> <li>use inspiration from famous, notable artists to create their own work and compare;</li> </ul>	<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. KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use inspiration from famous artists to replicate a piece of work;</li> <li>reflect upon their work inspired by a famous notable artist and the development of their art skills;</li> <li>express an opinion on the work of famous, notable artists and refer to techniques and effect;</li> </ul>	<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. KS2 Art and Design National Curriculum</p> <p>To learn about great artists, architects and designers in history.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>give detailed observations about notable artists', artisans' and designers' work;</li> <li>offer facts about notable artists', artisans' and designers' lives;</li> </ul>
Skills	<p><b><u>Drawing:</u></b> 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><b><u>Drawing</u></b> 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. KS1 Art and Design National Curriculum</p> <p>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"> <li>draw lines of varying thickness;</li> <li>use dots and lines to demonstrate pattern and texture;</li> <li>use different materials to draw, for example pastels, chalk, felt tips;</li> <li>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.</li> </ul>	<p><b><u>Drawing</u></b> 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. KS2 Art and Design National Curriculum</p> <p>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"> <li>experiment with showing line, tone and texture with different hardness of pencils;</li> <li>use shading to show light and shadow effects;</li> <li>use different materials to draw, e.g. pastels, chalk, felt tips;</li> <li>show an awareness of space when drawing;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</li> </ul>	<p><b><u>Drawing</u></b> 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. KS2 Art and Design National Curriculum</p> <p>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"> <li>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;</li> <li>depict movement and perspective in drawings;</li> <li>use a variety of tools and select the most appropriate;</li> <li>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.</li> </ul>



	<p><b>Painting:</b> 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><b>Painting</b> 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"> <li>name the primary and secondary colours;</li> <li>experiment with different brushes (including brushstrokes) and other painting tools;</li> <li>mix primary colours to make secondary colours;</li> <li>add white and black to alter tints and shades;</li> <li>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.</li> </ul>	<p><b>Painting</b> 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"> <li>use varied brush techniques to create shapes, textures, patterns and lines;</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</li> <li>create different textures and effects with paint;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</li> </ul>	<p><b>Painting</b> 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"> <li>create a colour palette, demonstrating mixing techniques;</li> <li>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</li> </ul>
	<p><b>Sculpture</b> 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><b>Sculpture</b> 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"> <li>use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;</li> <li>use a variety of techniques, e.g. rolling, cutting, pinching;</li> <li>use a variety of shapes, including lines and texture;</li> <li>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.</li> </ul>	<p><b>Sculpture</b> 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"> <li>cut, make and combine shapes to create recognisable forms;</li> <li>use clay and other malleable materials and practise joining techniques;</li> <li>add materials to the sculpture to create detail;</li> <li>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.</li> </ul>	<p><b>Sculpture</b> 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"> <li>plan and design a sculpture;</li> <li>use tools and materials to carve, add shape, add texture and pattern;</li> <li>develop cutting and joining skills, e.g. using wire, coils, slabs and slips;</li> <li>use materials other than clay to create a 3D sculpture;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.</li> </ul>

	<p><b><u>Collage</u></b></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><b><u>Collage</u></b></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.</p> <p>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"> <li>use a combination of materials that have been cut, torn and glued;</li> <li>sort and arrange materials;</li> <li>add texture by mixing materials;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</li> </ul>	<p><b><u>Collage</u></b></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.</p> <p>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"> <li>select colours and materials to create effect, giving reasons for their choices;</li> <li>refine work as they go to ensure precision;</li> <li>learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.</li> </ul>	<p><b><u>Collage</u></b></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.</p> <p>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"> <li>add collage to a painted or printed background;</li> <li>create and arrange accurate patterns;</li> <li>use a range of mixed media;</li> <li>plan and design a collage;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.</li> </ul>
	<p><b><u>Textiles</u></b></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><b><u>Textiles:</u></b></p> <p>Children have the opportunity to look at and practise a variety of techniques, e.g. weaving, dyeing and plaiting. 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.</p> <p>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"> <li>show pattern by weaving;</li> <li>use a dyeing technique to alter a textile's colour and pattern;</li> <li>decorate textiles with glue or stitching, to add colour and detail;</li> <li>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.</li> </ul>	<p><b><u>Textiles:</u></b></p> <p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>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"> <li>select appropriate materials, giving reasons;</li> <li>use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;</li> <li>develop skills in stitching, cutting and joining;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</li> </ul>	<p><b><u>Textiles:</u></b></p> <p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>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"> <li>experiment with a range of media by overlapping and layering in order to create texture, effect and colour;</li> <li>add decoration to create effect;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.</li> </ul>

	<p><b>Printing:</b> 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><b>Printing:</b> 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.</p> <p>To develop a wide range of art and design techniques in using colour and texture.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print;</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks;</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.</li> </ul>	<p><b>Printing:</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use more than one colour to layer in a print;</li> <li>• replicate patterns from observations;</li> <li>• make printing blocks;</li> <li>• make repeated patterns with precision;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</li> </ul>	<p><b>Printing:</b> 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles;</li> <li>• develop techniques in mono, block and relief printing;</li> <li>• create and arrange accurate patterns;</li> <li>• use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;</li> </ul>
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, city/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, Pallets, 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, i-pad, computer,	Books, Internet, Real-life examples, Paints – ready mix, , Chalks, Brushes, Pallets, 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, Pallets, 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, Pallets, 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 and Yarmouth EYFS LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr2	Sum1	Sum2
Exploring media and using to create different effects, including painting, drawing, construction.	Christmas inspired art work projects.	Represent own ideas in a variety of ways including collage, art, digital art, junk modelling.	Easter artwork projects.	Making models and artefacts related to travel through a variety of mediums including artwork, digital art and construction.	Art projects related to under the sea including painting, digital art, drawing, collage, textiles.



## Shalfleet and Yarmouth Year 1 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
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### **Sculpture, collage, sketching.**

Andy Goldsworthy  
Nature art.

### **Painting/ Printing**

firework art.  
Kandinsky artwork.

### **Textiles**

Make a paper lantern using  
weaving techniques.

### **Drawing**

sea animals

### **Sculpture**

Clay lighthouses.  
Weather and lighthouse art.

## Shalfleet and Yarmouth Year 2 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<b><u>Drawing, Printing and Sculpture</u></b> Still life drawings of animals- Choose an animal and develop techniques and using different materials to draw with. Look at a range of artists who do drawings and still life		<b><u>Drawing, Painting</u></b> Look at the artwork in Osborne house- mainly portraits Look at the artwork of various portrait artists and give their opinions. Use as inspiration for their work. Create self-portraits, portraits, silhouettes- Cameo style broches etc Victorian artwork		<b><u>Collage and Textiles</u></b> Look at the local artists- Zoe Sadler, and artists that create collages- use as inspiration for their work. Create a collage of the Isle of Wight using a variety of materials or of an Isle of Wight landmark.	

## Shalfleet and Yarmouth Year 3 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><b><u>Drawing</u></b> Cave Painting Sketch of Mammoth</p> <p><b><u>Artist study</u></b> Banksy (Street Art)</p> <p><b><u>Collage</u></b> In style of street art Silhouette of Stone Henge</p>		<p><b><u>Painting</u></b> Impressionism Post Impressionism</p> <p><b><u>Artist Study</u></b> Monet/Van Gogh</p> <p><b><u>Painting/Printing</u></b> <b>g</b> Starry Night Abstract</p>	Reference to Mondrian/Kandinsky	<p><b><u>Sculpture</u></b> Tin foil men, wire work movement &amp; clay models</p> <p><b><u>Artist Study</u></b> Rothko (Colour) Giocometti</p>	

## Shalfleet Year 4 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><b><u>Knowledge</u></b> Investigate famous artist, sculptures by Andy Goldsworthy</p> <p><b><u>Sculptures</u></b> recreate a Roman settlement</p>		<p><b><u>Drawing, painting.</u></b> Impressionism Artist Study – Monet Landscapes Artists scenes</p>		<p><b><u>Painting</u></b> In depth study of a famous artist – Van Gogh</p> <p><b><u>Knowledge</u></b> Express an opinion of famous artists</p> <p><b><u>Collage</u></b> River Nile</p>	
				<p><b><u>Textiles</u></b> skill of stitching,</p>	



Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b><u>Artist</u></b> – <b>Henri Rousseau</b>, recreate then create own <b><u>painting</u></b> in his style - watercolours</p> <p><b><u>Printing</u></b> – Tribal Patterns, recreate then create own patterns</p> <p><b>Rock <u>Painting</u></b> – use dot style painting technique as seen on traditional masks to decorate pebbles</p> <p><b>DT link</b> – make and <b>collage</b> moving models of rainforest animals</p>		<p><b>Stone Age Art</b> – cave paintings, engravings, sculptures, create <b><u>paintings</u></b> with natural paints (DT link- which natural resources create the best paints?), <b><u>Sculpture</u></b> <b>clay work</b> engravings</p> <p>The Lion Man of Hohlenstein Stadel = inspiration for <b>sculpture</b> – Modroc?</p> <p>Virtual tour of British Museum Stonehenge <b>silhouettes</b> with sunset/moon rise</p> <p><b>Iron Age Art</b></p> <p><b><u>Sculpture</u></b>- <b>Jewellery making</b> – torc bracelets, wire work</p> <p><b><u>Textiles</u></b> – make a tunic and woven belt</p>		<p>Study of Ancient Egyptian Art = look at art, sculpture, carvings from British History Museum Hieroglyphs and frontalism</p> <p><b><u>Painting</u></b> – recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self-portrait – acrylic or poster paint</p> <p><b><u>Artist</u></b> – modern graffiti artist Alaa Awad blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate then create own <b>painting</b> in his style.</p> <p>DT link – <b>clay</b> sculptures for inside of tomb</p>	

## Shalfleet and Yarmouth Year 5 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><b><u>Knowledge</u></b> Pop Art- Roy Lichtenstein, Andy Warhol, Make observations about their work/ styles and known facts about their lives and links to Pop Art movement of the 1960s.</p> <p><b><u>Printing</u></b> Create Lichtenstein using printing with foam and block colour painting with acrylic.</p> <p><b><u>Textiles/ Collage</u></b> Create the Flag of USA OR a landscape image - .felt, wool, sequins, beads</p>		<p><b><u>Printing and Textiles</u></b> Saxon Weaving and Printing</p>		<p><b><u>Knowledge</u></b> Space artists – Peter Thorpe Make observations about their work/ styles and known facts about their lives</p> <p><b><u>Drawing</u></b> Peter Thorpe space rocket artist- Chalks in stencils for planets, chalk dust.</p> <p><b><u>Sculpture</u></b> Using clay/junk modelling, create space rocket or space station.</p>	

## Shalfleet Year 6 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum2
<p><b><u>Painting</u></b>            Artist Study =  <b>Paul Nash</b>            Recreate their own version of a Paul Nash WW2 painting using water colours.  <b>Create</b> a colour palette, demonstrating mixing techniques;  <b>Use</b> a range of paint to create visually interesting WW2 scenes.</p>	<p><b><u>Drawing</u></b>            Artist Study=-  <b>Henry Moore</b>            Recreate their own version of a Henry Moore WW2 drawing using pastels.  <b>To</b> improve their mastery of art and design techniques, including drawing, with a range of materials</p>	<p><b><u>Printing</u></b>            Artist Study=  <b>William Morris</b>            Recreate their own versions of William Morris.  <b>Design</b> and create printing blocks/tiles;  <b>Develop</b> techniques in mono, block and relief printing;  <b>Create</b> and arrange accurate patterns.</p>	<p><b><u>Collage</u></b>  <b>Plan</b> and design a collage creature:  <b>Add</b> collage to a painted or printed background;  <b>Create</b> and arrange accurate patterns;  <b>Use</b> a range of mixed media;</p>	<p><b><u>Sculpture</u></b>            Artist Study =  <b>Naum Gabo</b>            Recreate their own version of a Naum Gabo  <b>Cut</b>, make and combine shapes to create recognisable forms;  <b>Use</b> clay and other malleable materials and practise joining techniques;  <b>Add</b> materials to the sculpture to create detail.</p>	<p><b><u>Textiles</u></b>  <b>Design</b> and create a  <b>Experiment</b> with a range of media by overlapping and layering in order to create texture, effect and colour;  <b>Add</b> decoration to create effect.</p>

## Yarmouth Year 6 LTP 2021-2022

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b><u>Printing and Sculpture</u></b></p> <p>Using the treasures of <b>Sutton Hoo</b> to create multicoloured motif prints and a piece of clay knotwork.</p>	<p><b><u>Drawing and Painting</u></b></p> <p>Children will study the <b>Bayeux Tapestry</b> and will recreate a piece of the tapestry before creating a new section of a more modern event in the same style.</p>	<p><b>Artist Studies (in bold)</b></p> <p><b><u>Painting and Collage.</u></b> Children will recreate and use the works of <b>Kazimir Malevich</b> to inspire their own geometric designs.</p> <p><b><u>Painting</u></b></p> <p>Children will study the dream scape paintings of <b>Marc Chagall</b> then design and paint their own.</p> <p><b><u>Drawing and Painting</u></b></p> <p>Children will study 2 female artists <b>Lyubov Popova AND Varvara Stepanova</b> also known for their constructivist style like Malevich. Then choose one style to blend with their earlier work.</p>			





# 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.

<div>  <b>FEDERATION CURRICULUM ASSESSMENT</b>  </div>									
Y	Computing			PE		RE		Art	
	INFORMATION TECHNOLOGY			DANCE		COMMUNICATE		KNOWLEDGE	
	INFORMATION TECHNOLOGY - GENERAL	Use the keyboard confidently to type at a suitable pace		Beginning to recognise dance movements and motifs (using appropriate choreography)		Describe/ explain my own response to the concept of language		Give detailed observations about notable artists', artists' and designers' work	
		Use common keyboard shortcuts		Describe/ explain my own response to the concept of interpretation				Offer facts about notable artists', artists' and designers' lives	
		Organise files effectively using folders (or SL)		Compare flexibility, techniques and materials in a range of floral responses		Describe/ explain my own response to the concept of atmosphere		SKILLS	
	DATA	Generate a database using appropriate software		Measure appropriately and with the required skills in relation to the stimulus, e.g. using various tools, range of materials and motifs		Describe/ explain my own response to the concept of quality		Use a variety of techniques to add effects, e.g. shading, reflection, blurring and cross-hatching	
		Design and create a database		Beginning to show a change of pace and timing in their movements		Describe/ explain my own response to the concept of shared space		Display movement and progression in drawing	
		Create a graph from a data (both databases and spreadsheets)		Use the space provided to his maximum potential		Describe/ explain my own response to the concept of shape		Use a variety of tools and extend the model appropriately	
								Use long and short lines	



# FEDERATION CURRICULUM ASSESSMENT



Key area of subject

Individual target

Insert names of individuals not achieving target

Key sub-area of subject

Y 6	Computing			PE		RE		Art	
	INFORMATION TECHNOLOGY			DANCE		COMMUNICATE		KNOWLEDGE	
		Use the keyboard confidently to type at a suitable pace		Beginning to recognise dance movements and motifs (using expression where missing)		Describe/ explain my own responses to the concept of belonging.		Give detailed observations about notable artists', artisans' and designers' work;	
	INFORMATION TECHNOLOGY - <b>GENERAL</b>	Use common keyboard		Describe/observe dance movements throughout a dance sequence.		Describe/ explain my own responses to the concept of interpretation.		Offer facts about notable artists', artisans' and designers' lives;	
		Organise files effectively using folders (up to 5)		Combine flexibility, techniques and movements to create a floral sequence.		Describe/ explain my own responses to the concept of stewardship		SKILLS	
		Generate a database using more complex searches		Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.		Describe/ explain my own responses to the concept of justice.		Use a variety of techniques to add effects, e.g. shadows, reflection, halftone and cross-hatching;	
	DATA	Design and create a database		Beginning 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;	
		Create a graph from a data (both databases and spreadsheets)		Use the space provided to his maximum potential.		Describe/ explain my own responses to the concept of water.		Use a variety of tools and select 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)**

## **EXPRESSIVE ARTS AND DESIGN**

Expressing ourselves and exploring our interests through art, colour, dance, music and construction.

Gaining confidence to try new things and explore the resources in class.

Use imaginative play to develop stories and narratives. To join in and share ideas with others.

# ART IN EYFS AUT 1

## **Rainbow Class**

**Early Learning Goal we are working towards:**

**Expressive Arts and Design:**

**Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**

Over Autumn term 1 Rainbow Class have been learning the story of 'Supertato' following two boys' idea of drawing their own Superheroes. The artwork is as a result of this story. The children have painted their own characters, used potatoes to print with, made their own Supertatos using potatoes.

Responding to a child's idea of having gold leaves, the children selected leaves from the forest area and printed their own leaves using the technique of printing.



## Autumn 1 – Beach Class

**Early Learning Goal we are working towards:**

**Expressive Arts and Design:**

**Safely use and explore a variety of materials**, tools and **techniques, experimenting with colour**, design, texture, form and function.

This half term we have allowed the children opportunities to use paints for free design, creating their own pictures, mark making and exploring how new colours are created when paints merge. We have also had adult-led painting activities where a painting is modelled (giving the children an idea for a picture linked to our theme) and children then try to recreate adding their own interpretation too.

# SHALFLEET – EYFS AUT 1

Making our own  
Supertato heroes!

## Painting:

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.

## Sculpture

Children can:

Use a range of materials, including junk modelling/recycling and clay to shape and recreate a range of shapes, artefact and models.

## 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)



Supertato Paintings!



Potato and Leaf  
Printing!

# SHALFLEET – EYFS AUT 2

## Collage

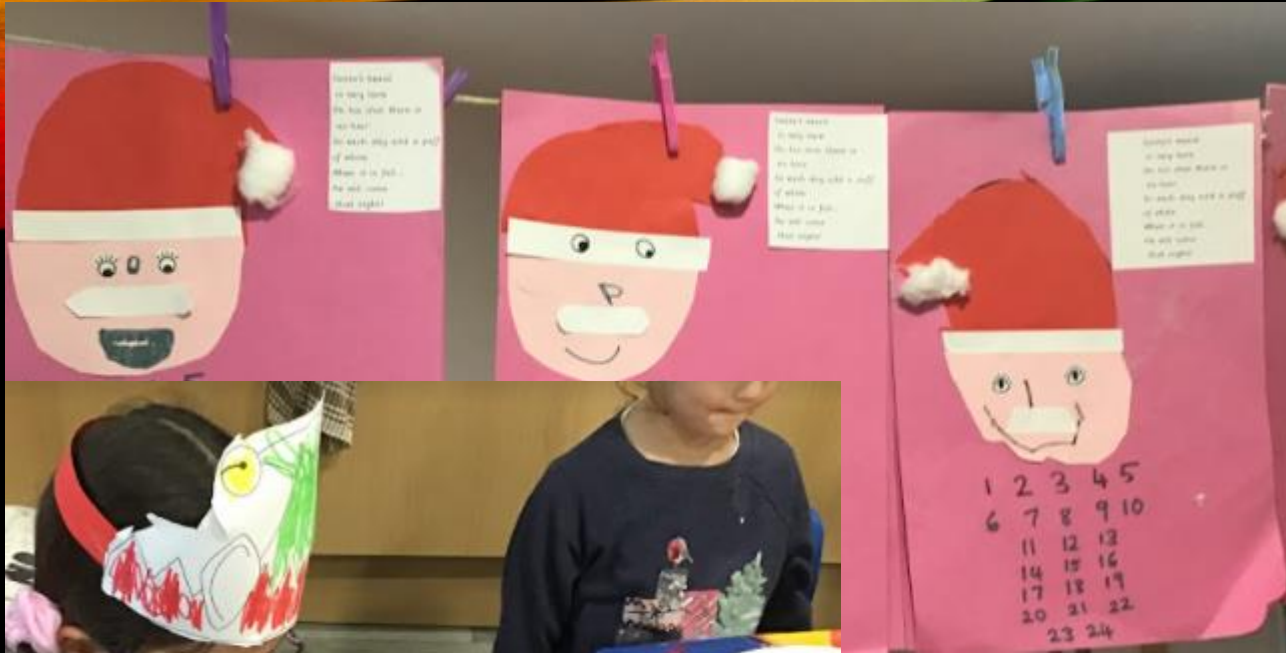
Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.

Making Pudsey  
Bears for Children  
In Need





# SHALFLEET – EYFS AUT 2



Making Pudsey Bears  
and Christmas crafting  
linking to our Cultural  
Calendar!





**Pictures linked to the story of Owl Babies** – paints (focus on keeping discrete colours and washing brush between colours) and ripping paper to create texture and effect of branch.

Free play – colour mixing through potions theme



**Portraits** – we explored tones of colours, mixing to create skin tones and linking to celebration of difference.



# YARMOUTH- EYFS AUT 1

## Collage

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

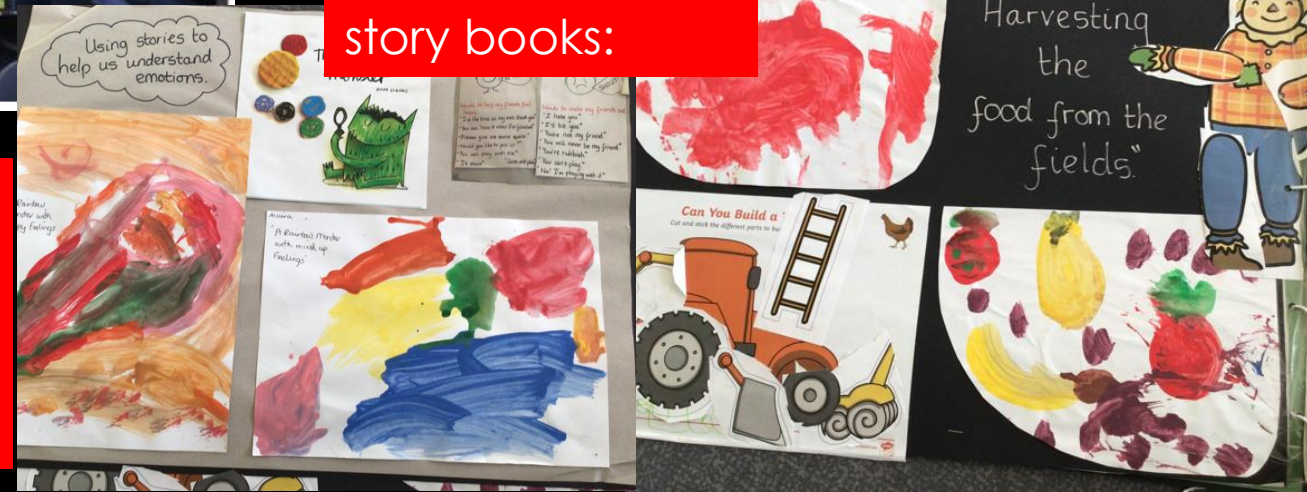
Children explore with cutting, tearing, shaping, gluing materials, papers, natural items e.g. sticks, flowers and leaves to represent their own ideas.



Story Responses - discussion.



**Free choice painting linked to Harvest and story books:**



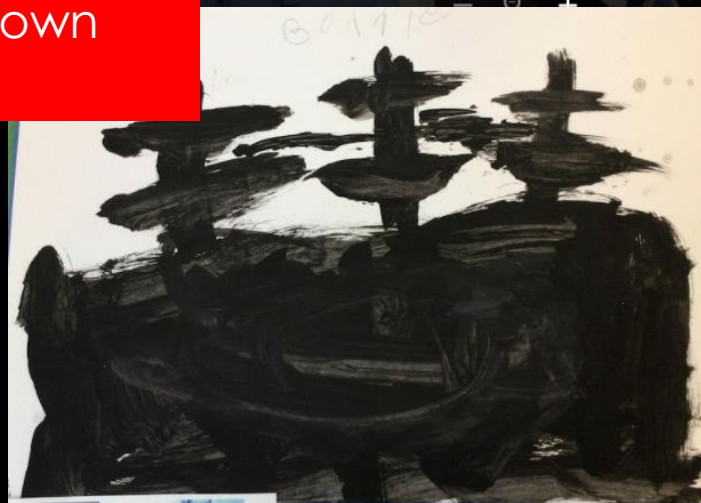


# YARMOUTH- EYFS AUT 2

Making a Remembrance wreath linked with our Cultural Calendar.

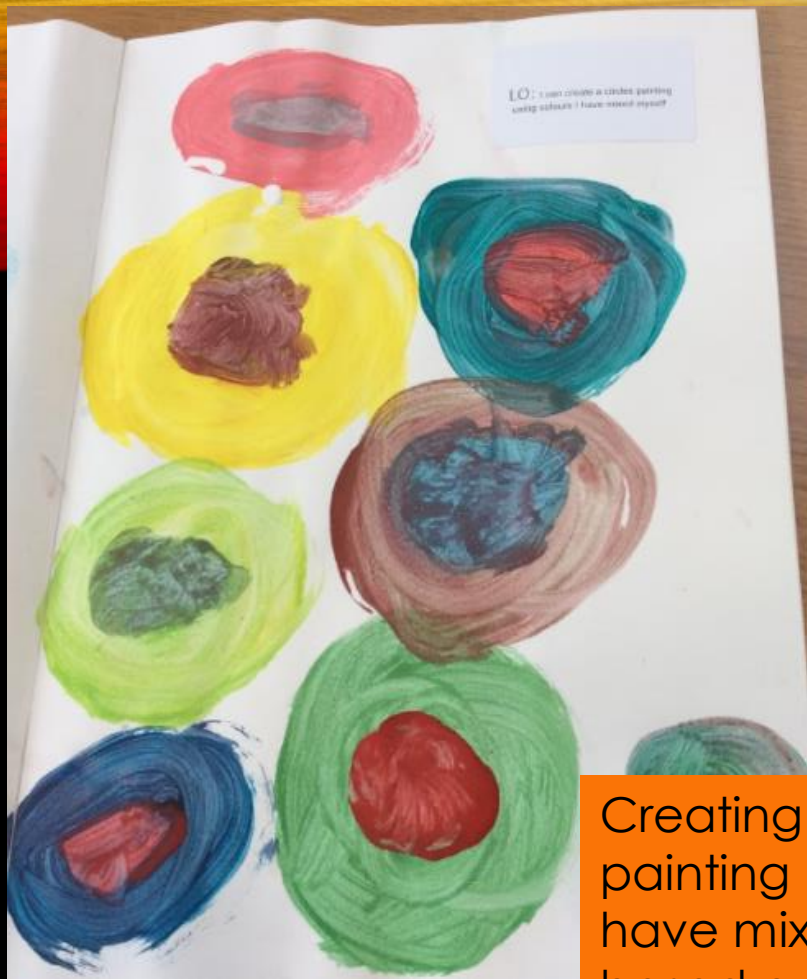


Children went to look at a real pirate ship in Yarmouth Harbour, took photos and then used these to paint their own version!





# SHALFLEET YEAR 1 AUT



Creating circles painting using colours I have mixed myself-based on Kandinsky



Blending Primary colours to make secondary colours



Links to skills of painting and knowledge of the artist Wassily Kandinsky.



# Wassily Kandinsky

1866-1944



Wassily Kandinsky was born in Russia, in 1866. When he grew up, he worked as a teacher at a university but it didn't make him happy.

Kandinsky thought a lot about what colours mean and how they make people feel. He believed that colours had a soul.

# YARMOUTH YEAR 1 AUT

**Blending Primary colours to make secondary colours**

Links to skills of painting and knowledge of the artist Wassily Kandinsky.

Creating circles painting using colours I have mixed myself-based on Kandinsky

## ing Circles

as. Kandinsky liked to paint circles, one inside the other. ing your circles inside the squares and colours de the other.



Teabag fireworks and flicking paint through a straw!



# SHALFLEET YEAR 2 AUT 1

To draw a different animals



## Drawing

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 can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;

LO: To draw different lines





# SHALFLEET YEAR 2 AUT 2



## Sculpture

Children can:

- 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;





## Drawing

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 can:

- draw lines of varying thickness;
- use dots and lines to demonstrate pattern and texture;

# YARMOUTH YEAR 2 AUT





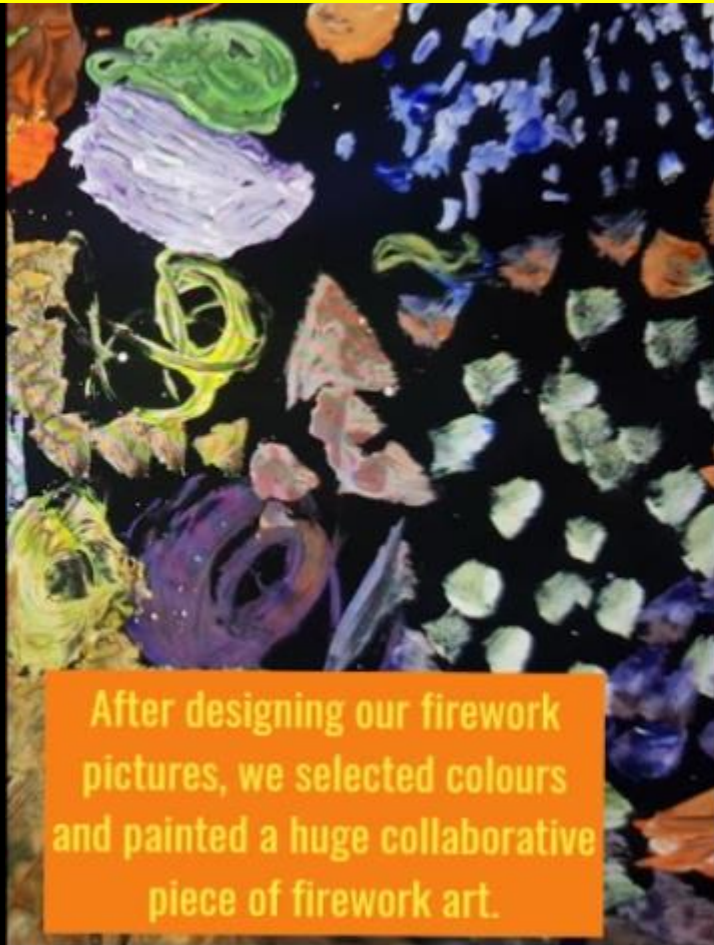
## Painting

Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.

Children can:

- experiment with different brushes (including brushstrokes) and other painting tools;
- mix primary colours to make secondary colours;

# YARMOUTH YEAR 2 AUT



After designing our firework pictures, we selected colours and painted a huge collaborative piece of firework art.

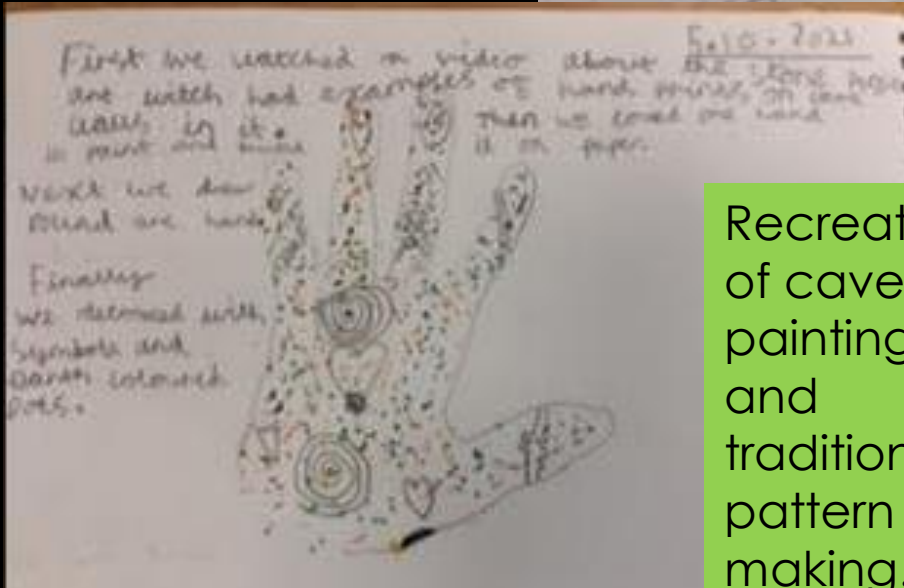


PICCOLLAGE



## Drawing

Children can:  
experiment with  
showing line, tone  
and texture with  
different hardness  
of pencils;  
use shading to  
show light and  
shadow effects.



Recreations  
of cave  
paintings  
and  
traditional  
pattern  
making.

# SHALFLEET YEAR 3 AUT

## Sculpture

Children can:

- 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.



Clay bowls based on Stone age design.





# YARMOUTH YEAR 3 AUT 1

Children can:  
use inspiration from famous  
artists to replicate a piece  
of work  
-Banksy

## Painting

Children can:

- 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;

## Collage

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.



## Transition day Self Portraits Drawing

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





# YARMOUTH YEAR 3 AUT 2



## Sculpture

Children can:

- cut, make and combine shapes to create recognisable forms;

Re Day Link with Angels Topic as well as Christmas.



Clay bowls based on Stone age design.



## Sculpture

Children can:

- 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.

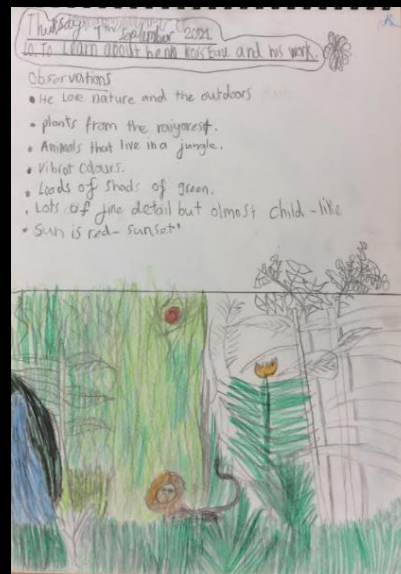




# YARMOUTH YEAR 4 AUT 1



Children have recreated original paintings by Henri Rousseau, famous for his Jungle series. Children then used his techniques to create their own paintings featuring animals and plants of their choice!



Children made notes on his style, learnt about his life and practised sketching one of his works.





# YARMOUTH YEAR 4 AUT 1 CONTINUED



Children did some scientific drawings of Plants during our Science Topic. Their focus was on the different parts from the roots up to the flowers.

## **Painting**

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.

## **Collage**

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.

## **Drawing**

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.

Children created paintings, collages and chalk pastel drawings to recreate the four layers of the Rainforest during our Geography Topic on South America.





Students studied the work of Brazilian Artist Irene Guerriero as part of their South America Topic

# YARMOUTH YEAR 4 AUT 2

## Collage

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.



Children were given freedom to use whichever materials they desired for their recreations allowing a true creative process.



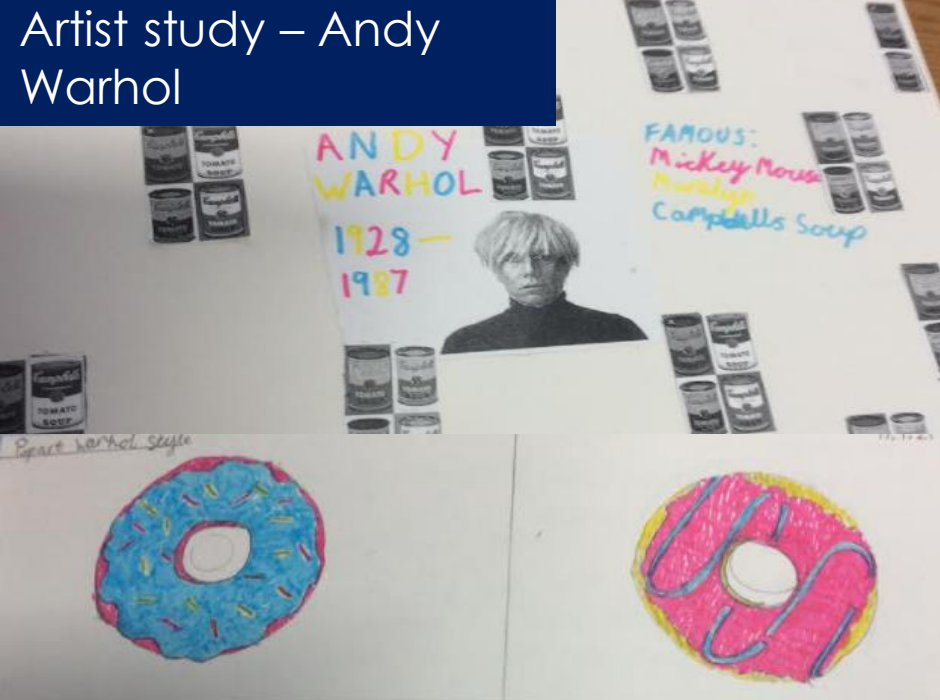


# YARMOUTH YEAR 4 AUT 2



Children were taught how to make positive and negative monoprints, then allowed free creativity to draw, use leaves, fingers and other tools to create these incredible prints based on Irene Guerriero's work.





# SHALFLEET YEAR 5 AUT 1

## Painting

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

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



Creating a piece of work inspired by the artist's style and techniques.





# SHALFLEET YEAR 5 AUT 2



## Painting

To improve their mastery of art and design techniques, including painting with a range of materials.



Work linked to Remembrance on our Cultural Calendar.



## Collage

Children can: select colours and materials to create effect, giving reasons for their choices;



# YARMOUTH YEAR 5 AUT



Painting famous landmarks in the USA in the style of Edward Hopper and replicating ceramics by Clarice Cliff

## Painting

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

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

## Knowledge

To learn about great artists, architects and designers in history.





# SHALFLEET YEAR 6 AUT 1

- Give detailed observations about notable artists', artisans' and designers' work
- To use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces
- Children replicated one of Paul Nash's WW2 paintings by carefully observing how he uses lines to draw out the atmosphere in the picture

THE COLOUR WHEEL



Primary colours are

Secondary colours are

Tertiary colours are

purple blue

blue green

The Colour Wheel



Primary colours are Red Yellow Blue

Secondary colours are Orange Purple Green

Tertiary colours are Red-Orange, Yellow-Orange, Yellow-Green, Green-Blue, Blue-Purple, Purple-Red





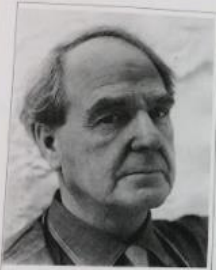
# SHALFLEET YEAR 6 AUT 2

## Drawing

Artist Study=-**Henry Moore**

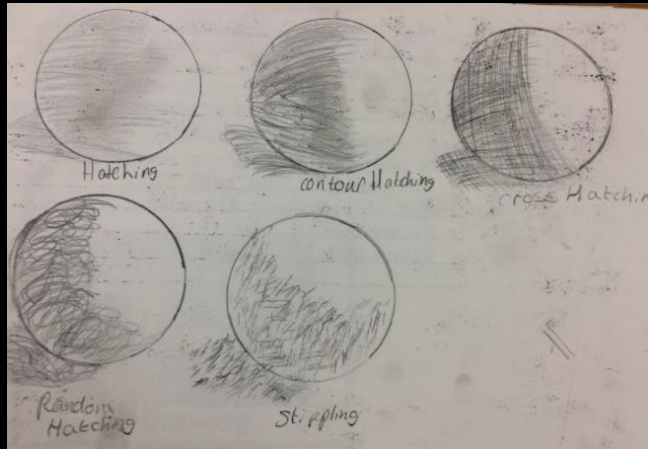
Recreate their own version of a Henry Moore WW2 drawing using pastels.

To improve their mastery of art and design techniques, including drawing, with a range of materials



HENRY MOORE

- Moore was born in Yorkshire.
- Moore died in 1986 31st August.
- Large figure sculpture created in 1985-1986
- Born in 1898-1986.
- Upright Internal/External form created in 1952-1953
- He was the seventh of eighth child.
- His family often struggled for money alot.
- Moore named an artist called Irena.
- Moore studied the work of artists.
- He was a british artist.
- He was eighty nine or ninety when he died.



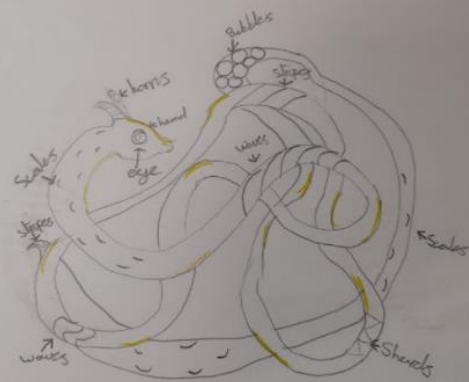
WW2  
Bomb  
Shelter's  
in the  
style of  
Henry  
Moore



# YARMOUTH YEAR 6 AUT 1

To design and make a piece of clay knot

Jelling



Clay sculptures and Printing based on real jewelry and artefacts from the Sutton Hoo Treasure as displayed in the British Museum



Children can:

- design and create printing blocks/tiles;
- develop techniques in mono, block and relief printing;
- create and arrange accurate patterns.

As well as having cross-curricular links with the history topic of Anglo Saxons children have learnt about great artists, architects and designers in history.

## Sculpture

Children can:

- 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.





Children studied the Bayeux Tapestry and created new sections based on their History Topic

# YARMOUTH YEAR 6 AUT 2

## Painting

To improve their mastery of art and design techniques, including painting with a range of materials.

Children can:

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



Knowledge  
To learn about great artists, architects and designers in history.

# OUR IMPACT

- Within art and design, we strive to create a supportive and collaborative ethos for learning by providing investigative and enquiry based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge of understanding of each unit of work covered throughout the school.
- Our art and design curriculum is high quality, well thought out and is planned to demonstrate progression. We focus on progression of knowledge and skills and discreet vocabulary progression also form part of the units of work. We measure the impact of our curriculum through the following methods:
  - Assessing children's understanding of topic linked vocabulary before and after the unit is taught.
  - Summative assessment of pupil discussions about their learning.
  - Images and videos of the children's practical learning.
  - Interviewing the pupils about their learning (pupil voice).
  - Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
  - Annual reporting of standards across the curriculum.
  - Marking of written work in books.



## Implementation:

To ensure high standards of teaching and learning in art and design, we implement a curriculum that is progressive throughout the whole school. Art and design is taught as part of a half-termly or termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that art and design is given the same importance as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences.

The art and design curriculum is based upon the Primary National Curriculum in England, which provides a broad framework and outlines the knowledge and skills and taught in each Key Stage. Teachers plan lessons for their class using our progression of knowledge and skills documents. Teachers can use these documents to plan their art and design lessons suitable to their class's interests and what they want to learn. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement.

Art and design provides excellent opportunities to enhance the learning of more able pupils through the investigations, analysing sources and writing extending pieces. Children showing extensive aptitude in art and design will be placed on our schools gifted and talented register. These children will be selected for appropriate enrichment opportunities throughout the year.

We provide a variety of opportunities for art and design learning inside and outside the classroom. Every year we have Inspire days where the class teacher plans fun, engaging activities for the children. These also offer an opportunity for parents to engage with the school and join in with their children's learning.

Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom. The children have opportunities to experience art and design on educational visits. The children will in the future have explored local museums/art galleries and had visitors into school to share art and design learning and have hands on experiences.

# ACTION PLAN

Action required	Implementation
To develop the resources available for printing in order to effectively teach and develop the skill across the key stages.	New equipment was purchased containing rollers and trays for the whole Federation from the Art Budget, plus inks and polystyrene sheets to be replenished when required from class budgets.
To develop the resources available for sculpture in order to effectively teach and develop the skill across the key stages.	As well as a resource box being created for clay work, I have sourced other materials from the Freshwater site to enable us to sculpt using techniques more associated with KS3. We now have a good supply of Modroc which in KS2 can be used easily on its own or with newspaper/ junk modelling to create sculptures.
To develop the resources available for textiles in order to effectively teach and develop the skill across the key stages.	



# ACTION PLAN

Action required	Implementation
Offer Professional Development opportunities for other staff to learn how to use the newer equipment/ resources for printing and sculpture.	I have taught the HLTA for Year 6 in Yarmouth how to use this equipment and intend to show others so that we can teach printing properly in KS2
Develop a more universal approach to teaching Art whereby children always study an artist/ designer/ artifacts from History in order to inspire the work that follows.	This is already apparent in many classes but needs to be across all. I will be available to offer suggestions for whichever Topic is being studied.
Develop a more universal approach to the artistic journey for each topic from Artist study – to replication of famous works- to own creations inspired by the original artist studied.	This is being done either in part or fully but not across all classes.

# ACTION PLAN

Action required	Implementation
Develop examples of skills in sketchbooks. For example line making, colour mixing.	I will be collecting and sharing ideas with colleagues as I find them.