

Art and Design at Minsterley



Intent Statement

- **Aims**
- At Minsterley Primary School we believe that learning is a change to long term memory. We intend to create knowledge through spaced repetition and backwards and forwards learning. Our curriculum is built around repeated opportunities to strengthen key concepts. Opportunities are provided to revisit these skills within different contexts and other curriculum subjects.

The Art and Design coordinator at Minsterley Primary is Esther Leonard

The Art and Design Curriculum-EYFS

Our school scheme of work is based on a spiralled curriculum where units of work are carefully planned to allow the children to build on previous strands of learning, increased skill and building on prior knowledge and vocabulary.

Expressive arts and design

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



The Art and Design Curriculum-EYFS

Children in Reception will be learning to:

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

Expressive Arts and Design

Creating with Materials ELG

Children at the expected level of development will:

- 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.

What does this look like?

- Children expressing their thoughts and ideas through a range of media such as chinks, pens, paint and pencils. They explore different shapes and lengths of lines, sizes of their creations, shapes and colours.
- Children discussing their work with adults and peers and sharing techniques that they have used. This gives them the opportunity to reflect on their work and any changes they wish to make.
- Adults supporting the children to recall previous skills and techniques that have used in the past.
- Continuous provision is available for children to access a wide variety of tools and construction both inside and outside of the classroom.

The Art and Design Curriculum (KS1 and KS2)

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.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

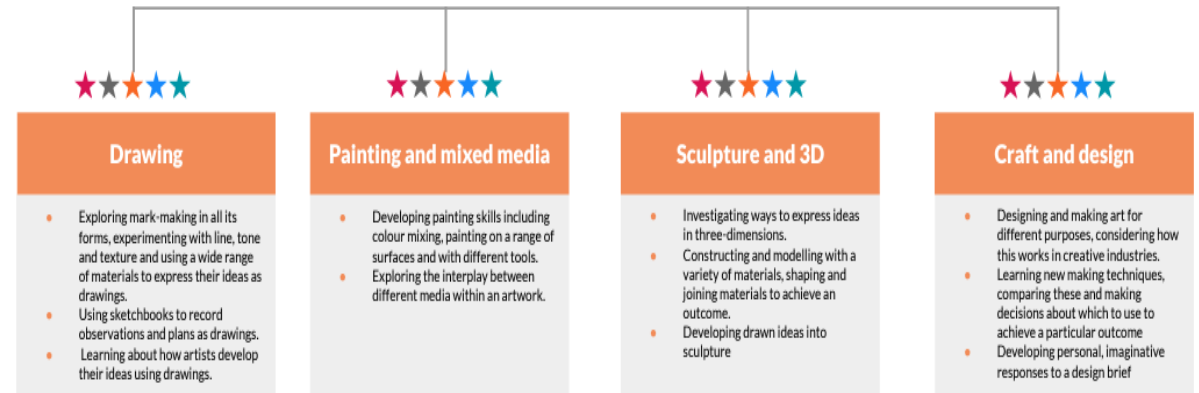
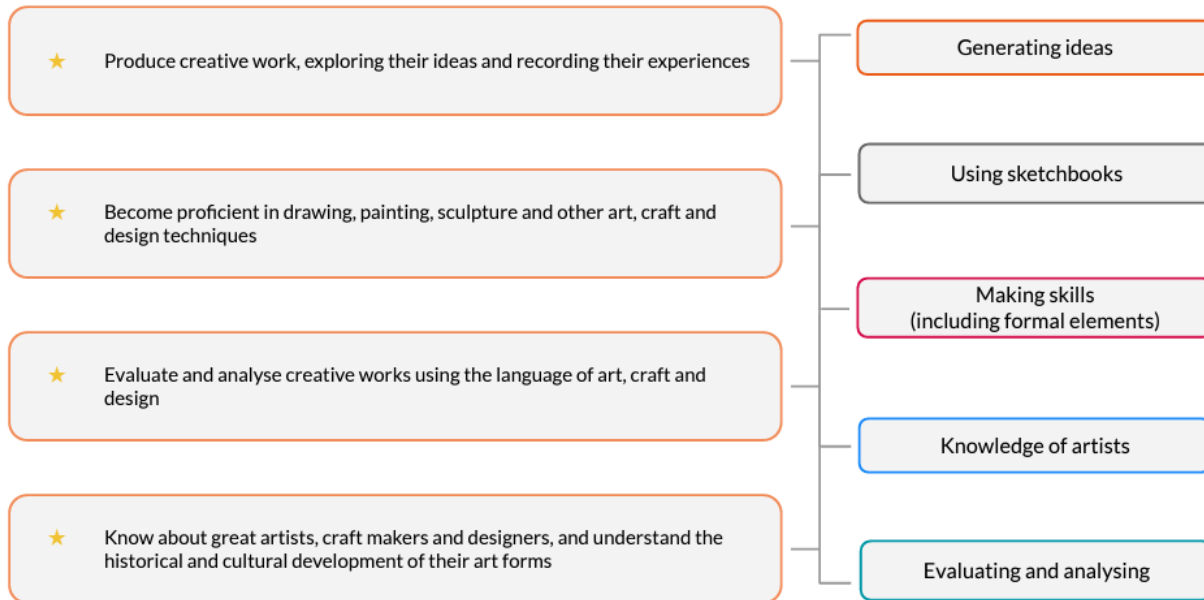
Why Kapow?

This ensures:

- comprehensive subject coverage of the Art and Design National Curriculum
- consistency across the whole school
- a structured and spiralled approach where children can revisit the five skills within the four identified strands, each time reviewing prior learning and increasing their complexity and depth of skill in each.
- that we promote autonomy and creativity.

Five strands and four skills

During each of the four skills, all five strands are covered.



Retrieval in Art and Design

We endeavour for all children across the school to 'know more, remember more' and we use a variety of retrieval techniques in our Art and Design lessons.

At present, our retrieval is done through questioning at the beginning of the lesson (True or false, thumbs up thumbs down, can you tell me about...?)

We are introducing a variety of retrieval tasks into books.

Quizzes (kahoot, Google forms)

Kate Jones (Entrance ticket, 3 by 3 grid, Brain dump, multiple choices quizzes,)

What can you tell me about this image? (Key words with colour, line, shape, mood, artist name...)

What does 'shade' mean?

Matching up key words/techniques to meanings.

Label the features of a camera.

Name these techniques (zig, zag, fold, spiral...)

Hatching	Cross-Hatching



Long term plans

ART LTP	Year A			Year B		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<u>Clee</u> (R/1)	Drawing- Marvellous Marks (Kapow- R)	Sculpture and 3D- Creation station (Kapow- R)	Craft and Design- Let's Get Crafty (Kapow-R)	Painting- Paint my world (Kapow- R)	Sculpture and 3D- Paper Play (Kapow- 1)	Drawing- Make your Mark (Kapow- 1)
Wrekin (1/2)	Sculpture and 3D- Andy Goldsworthy (Plan Bee -1/2)	Craft and Design- Woven wonders (Kapow-2)	Painting and mixed media- Colour Splash (Kapow- 1)	Drawing-Tell a story (Kapow-2)	Sculpture and 3D- Clay Houses (Kapow-2)	African Art- Plan Bee- Painting and mixed media
Lawley (2/3)	Craft and Design- Map it out (Kapow- 2)	Painting and mixed media- Life in colour (Kapow 2)	Sculpture and 3D- Shape and Space (Kapow-3)	Drawing- Growing Artists (Kapow-3)	Painting- Prehistoric painting (Kapow -3)	Ancient Egypt-Craft and design (Kapow -3)
Stiperstones (4/5)	Painting and mixed media- Light and Dark (Kapow- 4)	Drawing- <u>Powerprints</u> (Kapow-4)	Sculptures and 3D- Mega materials (Kapow-4)	Craft and Design- Fabric of nature (Kapow- 4)	Drawing- I need Space (Kapow -5)	Painting and mixed media- Portraits (Kapow -5)
Longmynd (5/6)	Drawing- Still life (Kapow- original scheme-	Sculpture and 3D- Making memories (Kapow-6)	Craft and Design- Photo opportunities (Kapow- 6)	Craft and Design- Architecture (Kapow -5)	Painting and mixed media- Artist study (Kapow -6)	6)Drawing- Making my voice heard (Kapow -6)

What does an Art lesson look like in Minsterley Primary School?

Example lesson LKS2- Craft and Design Ancient Egyptian scrolls (lesson 1)

Generating ideas

During the first lesson, children share a variety of images, often from famous artist, and are encouraged to discuss and share their observations. Children will be introduced to key vocabulary. Opportunities for retrieval-patterns, lines and shapes from their previous unit of work.

Using sketchbooks

Children can use these images to inspire their own Egyptian shapes and patterns which they record in their sketch books.

Making skills (including formal elements)

As they look closely at the chosen images, children are encouraged to look closely at the patterns, colours, lines and shapes. Examples of these can be recorded in their sketch books. This is an opportunity for children to practise and refine techniques that they have learnt within the lesson.

Knowledge of artists

For this particular unit, children use photographs and other images of original pieces of Egyptian art.

Evaluating and analysing

During the plenary, children look at each others work discussing patterns and shapes.

Progression through skills (Drawing as an example)

	EYFS (Reception) <i>Marvellous marks</i>	Year 1 <i>Make your mark</i>	Year 2 <i>Tell a story</i>	Year 3 <i>Growing artists</i>
Generating ideas	Talk about their ideas and explore different ways to record them.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.
Sketch-books	Experiment with mark making in an exploratory way.	Use sketchbooks to explore ideas in an open-ended way.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.
Making skills (including Formal elements)	Use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.	Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. Develop observational skills to look closely and reflect surface texture through mark-making. To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary.	Further develop mark-making within a greater range of media, demonstrating increased control. Develop observational skills to look closely and reflect surface texture through mark-making. Begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes.	Confidently use of a range of materials, selecting and using these appropriately with more independence. Draw with expression and begin to experiment with gestural and quick sketching. Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion.
Knowledge of artists	Enjoy looking at and talking about art.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.	Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art.	Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made.
Evaluating and analysing	Talk about their artwork, stating what they feel they did well.	Describe and compare features of their own and other's art work.	Explain their ideas and opinions about their own and other's art work, giving reasons. Begin to talk about how they could improve their own work.	Confidently explain their ideas and opinions about their own and other's art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work.

	Year 4 <i>Power prints</i>	Year 5 <i>I need space</i>	Year 6 <i>Make my voice heard</i>
Generating ideas	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
Sketchbooks	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
Making skills (including Formal elements)	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and continuing to develop use of tone and more intricate mark making.	To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey. Apply known techniques with a range of media, selecting these independently in response to a stimulus. Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form.	Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently. Apply new drawing techniques to improve their mastery of materials and techniques Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques.
Knowledge of artists	Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.
Evaluating and analysing	Build a more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others work which takes account of context and intention. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Progression through skill (Making Skills- Formal elements)

The Formal Elements are **the parts used to make a piece of artwork**. The art elements are line, shape, space, form, tone, texture, pattern, colour and composition.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Colour	<p>Know that the primary colours are red, yellow and blue.</p> <p>Know that primary colours can be mixed to make secondary colours:</p> <ul style="list-style-type: none"> Red + yellow = orange Yellow + blue = green Blue + red = purple 	<p>Know that different amounts of paint and water can be used to mix hues of secondary colours.</p> <p>Know that colours can be mixed to 'match' real life objects or to create things from your imagination</p> <p>Know that colour can be used to show how it feels to be in a particular place, eg the seaside</p>	<p>Know that using light and dark colours next to each other creates contrast.</p> <p>Know that paint colours can be mixed using natural substances, and that prehistoric peoples used these paints.</p>	<p>To know that adding black to a colour creates a shade.</p> <p>To know that adding white to a colour creates a tint.</p>	<p>To know that artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.</p>	<p>To know that a 'monochromatic' artwork uses tints and shades of just one colour.</p> <p>To know that colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.</p>
Form	<p>Know that we can change paper from 2D to 3D by folding, rolling and scrunching it.</p> <p>To know that three dimensional art is called sculpture.</p>	<p>Know that 'composition' means how things are arranged on the page.</p> <p>Know that pieces of clay can be joined using the 'scratch and slip' technique.</p> <p>Know that a clay surface can be decorated by pressing into it or by joining pieces on.</p>	<p>To know that three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).</p> <p>To know that organic forms can be abstract.</p>	<p>To know that using lighter and darker tints and shades of a colour can create a 3D effect.</p> <p>Know that simple 3D forms can be made by creating layers, by folding and rolling materials.</p>	<p>To know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them.</p> <p>To know that the size and scale of three-dimensional art work changes the effect of the piece.</p>	<p>To know that the surface textures created by different materials can help suggest form in two-dimensional art work.</p>
Shape	<p>Know a range of 2D shapes and confidently draw these.</p> <p>Know that paper can be shaped by cutting and folding it.</p>	<p>Know that collage materials can be shaped to represent shapes in an image.</p> <p>Know that shapes can be organic (natural) and irregular.</p> <p>Know that shapes can be geometric if they have mostly straight lines and angles.</p> <p>Know that patterns can be made using shapes.</p>	<p>To know that negative shapes show the space around and between objects.</p>	<p>To know how to use basic shapes to form more complex shapes and patterns.</p>	<p>To know that a silhouette is a shape filled with a solid flat colour that represents an object.</p>	<p>To know how an understanding of shape and space can support creating effective composition.</p>
Line	<p>Know that drawing tools can be used in a variety of ways to create different lines.</p> <p>Know that lines can represent movement in drawings.</p>	<p>Know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</p>	<p>To know that different drawing tools can create different types of lines.</p> <p>To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.</p>	<p>To know that lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing.</p>	<p>To know how line is used beyond drawing and can be applied to other art forms.</p>	

Progression through skill (Making Skills- Formal elements)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pattern	Know that a pattern is a design in which shapes, colours or lines are repeated.	Know that surface rubbings can be used to add or make patterns. Know that drawing techniques such as hatching, scribbling, stippling, and blending can make patterns. Know that patterns can be used to add detail to an artwork.	Know that pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.	To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect.	To know that artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.	To know that pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.
Texture	Know that texture means 'what something feels like' Know that different marks can be used to represent the textures of objects Know that different drawing tools make different marks.	Know that collage materials can be chosen to represent real-life textures. Know that collage materials can be overlapped and overlaid to add texture. Know that drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.	To know that texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured, as in a drawing using shading to recreate a fluffy object.	To know how to use texture more purposely to achieve a specific effect or to replicate a natural surface.	To know how to create texture on different materials.	To know that applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture.
Tone	Know that 'tone' in art means 'light and dark'. Know that we can add tone to a drawing by shading and filling a shape.	Know that shading helps make drawn objects look more three dimensional. Know that different pencil grades make different tones.	To know some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps. To know that shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.	To know that using lighter and darker tints and shades of a colour can create a 3D effect. To know that tone can be used to create contrast in an artwork.	To know that tone can help show the foreground and background in an artwork.	To know that chiaroscuro means 'light and dark' and is a term used to describe high-contrast images.

Progression of skills

Knowledge of artists

	Year 1	Year 2	Year 3
Artists, craftspeople, designers	Beatriz Milhazes (Abstract) Bridget Riley (Drawing) David Hockney and Vija Celmins (Drawing) Louis Wain (Movement) Kandinsky, Bernal, Bolotowsky (Shape and Colour) Vincent Van Gogh (Texture) Jasper Johns (Painting) Renoir, Sorolla, Kroyer (Landscape)	Max Ernst (Frottage) Ed Ruscha (Shading, Tone) Clarice Cliff (Design) Nancy McCrosky (Mural) Julian Opie (Portraits)	Diego Velazquez (Tone) Puppets Prehistoric Artists
	Year 4	Year 5	Year 6
Artists, craftspeople, designers	Luz Perez Ojeda Paul Cezanne Giorgio Morandi David Hockney Paula Rego Edward Hopper Pieter Brueghel Fiona Ra Giuseppe Arcimboldo Sokari Douglas Camp Barbara Hepworth	Hundertwasser Banksy John Singer Sargent E Magdalene Odundo Dominic Wilcox Paul Klee Rorschach	Claude Monet William Morris Edward Hopper Kathe Kollwitz Pablo Picasso Mark Wallinger

Local Artists-
 Linda Carter
 Paul Cronin
 Jane Hopkins
 Anne Linton
 Audrey Menhinick
 Di Purser
 Margaret Rowson

How are all children supported?

Information is chunked so to avoid overload, with key vocabulary emphasised or repeated.

Work is modelled for all students to hear and see the instructions.

Retrieval is key to allow learners to feel ready to receive new information and meaningful links can be made.

Adults 'live mark' and continuously feedback, providing support and guidance to all.

Children have access to iPads and chromebooks if necessary. Videos are also available through Kapow for children to see, hear and understand the tasks involved.

Children are in flexible groupings and partners, this enables children to be supported by their peers and offer supportive and constructive feedback.

Assessment at Minsterley

We use mainly informal assessment to assess Art. Children are given verbal feedback (live marking) so they can begin to immediately reflect on and assess their own work. This gives the children the opportunities to discuss skills, techniques and colours that have been taught.

Children can also be assessed against the assessment statements (found at the planning documentation).

Children are also given the opportunities to give feedback to others about their work.

Art Action Plan

TARGET-

To continue to develop the curriculum offer at Minsterley Primary School to ensure learning is transferred into long term memory to create knowledge through spaced repetition and backwards and forwards learning in all areas of the curriculum.

OUTCOMES-

1. To ensure a clear and well planned out Art and Design and Technology curriculum across school that ensures knowledge is transferred into long term memory.
2. To ensure that subject leaders have a clear insight into their subject and how it is taught across school currently so that they can plan next steps.



Art Monitoring at Minsterley

Art books are monitored by Art co-ordinator & Headteacher

Pupil voice carried out by Art co-ordinator

Time given during staff meetings to discuss feedback of Pupil voice and book look.

Time given during staff meetings to discuss feedback of Pupil voice and book look.

Art Policy reviewed Sept '21 (staff server/website)

Resources list (saved on server/speak to coordinator or head for future purchases)

Share Powerpoint with staff and Governors

Subject leader attends all updates