Stanton Harcourt
CE Primary School

Art
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Intent

At Stanton Harcourt CE Primary School the intent is to ensure all pupils produce creative, imaginative work.

Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. They are encouraged to record and reflect on these through the use of sketchbooks.

At Stanton Harcourt CE Primary we value Art and Design as an important part of children's entitlement to a broad and balanced curriculum. Our curriculum is designed to build upon children's prior learning through our progression documents and the use of our KCVs. We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.

Through the curriculum, children will be exposed to a sound understanding of a range of famous artists, designers and craft makers.

Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development, thus encompassing our school vision: Living, Learning and Growing Together.

A high-quality Art lesson should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works out art. As our children progress using small steps, they should be able to think critically and develop a mastered understanding of Art and Design.

Implementation

The teaching and implementation of Art at Stanton is based on the National Curriculum.

Each KCV gives an overview of any associated prior learning or skill, which can then be built upon throughout the unit of work.

Each lesson looks at the same medium of art during a unit and builds upon these skills to enhance the use of this medium.

Each year group has a KCV with an overview of each unit of teaching to give the teacher and adults leading art confidence in what they are expected to teach.

Our teachers are aware of the progression of skills and knowledge in each unit and can use the curriculum handbook to enhance their knowledge of this.

Each key stage focuses on different themes built on previous learning to ensure continued interest in the subject as well as acquiring new knowledge.

The units we have chosen are linked with the different mediums of art including: drawing, painting and sculpture, this ensures there is creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Impact

As a result of the development of Art at Stanton, the children are able to develop their use of art to express themselves and help regulate their emotions. They understand that art comes in a range of forms and does not need to just consist of observational drawing or painting. As a Church of England School which sees itself at the heart of the village of Stanton Harcourt, the children will have strong links with our local community and as a result can see the place that art holds within the 'real world'. We want all children to understand that when they leave Stanton Harcourt School, they should all consider themselves an artist - someone who can express themselves, their feelings and emotions in a variety of ways.

Recording

Children have their own sketchbooks, in which they can record their own thoughts, ideas and opinions. They use the pages to develop their skills and the progression of these skills throughout the units is clear. Teachers will take pictures of the children when they are using different tools and exploring different artistic techniques. These will either be stuck into the children's sketchbooks or put onto our school website for parents to see.

Assessment

To assess Art at Stanton, teachers reflect on the skills which are documented on the KCVs throughout the topic, then how well they have been applied to a final piece of art. In order to support understanding and allow teachers to make judgements, key concept questions can also be used to further assess the children. Evaluation of their own work also plays a part in the assessment process, as does critiquing the work of others.

Inclusion

Art at Stanton is for everyone. To help promote inclusivity, the curriculum has been designed to deliver a range of art. Pupils will be given the opportunity to use a range of tools throughout each topic. These will be altered and adapted to enable all children to access each opportunity. The range of topics are designed to encourage children with all interests to engage with the creative art. Here at Stanton all Art lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes developing and boosting everyone's self-confidence to accept themselves as artists and their strengths and weaknesses.

Cultural Capital

Our school aims to engage ALL pupils in Art. When completing studies of existing artists, the children will be exposed to a range of people from different genders, backgrounds, ages and education or experiences. These will include people from our local community and also those from other countries which link to the units of Art they are studying.

Links will be made between all the learning the children complete, their art will complement their topic and science learning which allows for children with different interests, to engage with art. A wide range of techniques and materials will be used to ensure children from all backgrounds have exciting opportunities which they may not have access to outside of the school environment.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 A	Drawing: Make your mark		Sculpture and 3D: Paper play		Painting and mixed media: Colour splash	
Year 1/2 B	Craft and Design: Woven wonders		Drawing: Tell a story		Painting and mixed media: Life in colour	
Year 3/4 A	Drawing: Growing artists		Drawing: Power prints		Painting and mixed media: Light and dark	
Year 3/4 B	Craft and Design: Ancient Egyptian scrolls		Craft and Design: Fabric of nature		Painting and mixed media: Prehistoric painting	
Year 5/6 A	Painting and mixed media: Portraits		Craft and Design: Architecture		Drawing: Make my voice heard	
Year 5/6 B	Craft and design: Photo opportunity		Drawing: I need space		Sculpture and 3D: Making	

Curriculum Skills Progression - Art

National Curriculum Objectives		
EYFS	**KS1**	**KS2**
Expressive Arts and Design (Exploring and Using Media and Materials) Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Expressive Arts and Design (Being Imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	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.	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. • 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.

Drawing

Foundation	Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: Explore, use and refine a variety of artistic effects to express ideas and feelings. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, Experimenting with colour, design, texture, form and function.	That a continuous line drawing is a drawing with one unbroken line. How to hold and use drawing tools in different ways to create different lines and marks. How to use mark making to replicate texture. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. How to create marks by responding to different stimuli such as music. How to look carefully to make an observational drawing. How to complete a continuous line drawing.	Pupils should be taught: How to use shapes identified within objects as a method to draw. How to create tone by shading. How to achieve even tones when shading. How to make texture rubbings. How to create art from textured paper. How to hold and use a pencil to shade. How to tear and shape paper. How to use paper shapes to create a drawing. How to use drawing tools to take a rubbing. How to make careful observations to accurately draw an object. How to create abstract compositions to draw more expressively. How to use pencils of different grades to shade and add tone.	Pupils should be taught: To know what print effects different materials make. How to analyse an image that considers impact, audience and purpose. How to draw the same image in different ways with different materials and techniques. How to make a collagraph plate. How to make a collagraph print. How to develop drawn ideas for a print. How to combine techniques to create a final composition. How to decide what materials and tools to use based on experience and knowledge. How to combine techniques to create a final composition. How to use symbolism as a way to create imagery.

		How to hold a pencil with varying pressure to create different marks. How to use observation and sketch objects quickly. How to draw objects in proportion to each other. How to use charcoal and a rubber to draw tone. How to use scissors and paper as a method to ‘draw’. How to make choices about arranging cut elements to create a composition. How to create a wax resist background. How to use different tools to scratch into a painted surface to add contrast and pattern. How to choose a section of a drawing to recreate as a print. How to create a monoprint.	How to combine imagery into unique compositions. How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. How to use charcoal to create chiaroscuro effects.

Sculpture and 3D

Foundation	Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: Return to and build on their previous learning, refining ideas and developing their ability to represent them. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ELG: Creating with materials: Share their creations, explaining the process they have used.	Pupils should be taught: How to roll and fold paper. How to cut shapes from paper and card. How to cut and glue paper to make 3D structures. How to decide the best way to glue something. How to create a variety of shapes in paper, e.g. spiral, zig-zag. How to make larger structures using newspaper rolls. How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn	Pupils should be taught to: How to join 2D shapes to make a 3D form. How to join larger pieces of materials, exploring what gives 3D shapes stability. How to shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea. How to identify and draw negative spaces. How to plan a sculpture by drawing. How to choose materials to scale up an idea.	Pupils should be taught to: How to make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. How to try out ideas on a small scale to assess their effect. How to use everyday objects to form a sculpture. How to transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. How to translate a 2D image into a 3D form. How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture. How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms.

	map to represent in their ‘stained glass’. How to overlap cellophane/tissue to create new colours. Pupils should be taught to: How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.		

Painting and Mixed Media

Foundation	Year 1/2	Year 3/4	Year 5/6
Pupils should be taught to: Explore, use and refine a variety of artistic effects to express ideas and feelings. Create collaboratively, sharing ideas, resources and skills. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Pupils should be taught to: How to combine primary coloured materials to make secondary colours. How to mix secondary colours in paint. How to choose suitable sized paint brushes. How to clean a paintbrush to change colours How to print with objects, applying a suitable layer of paint to the printing surface. How to overlap paint to mix new colours. How to use blowing to create a paint effect. How to make a paint colour darker or lighter (creating shades) in different ways e.g. adding water, adding a lighter colour. Pupils should be taught to: How to mix a variety of shades of a secondary colour.	Pupils should be taught to: How to mix a tint and a shade by adding black or white. How to use tints and shades of a colour to create a 3D effect when painting. How to apply paint using different techniques e.g. stippling, dabbing, washing. How to choose suitable painting tools. How to arrange objects to create a still-life composition. How to plan a painting by drawing first.	Pupils should be taught to: How to develop a drawing into a painting. How to create a drawing using text as lines and tone. How to experiment with materials and create different backgrounds to draw onto. How to use a photograph as a starting point for a mixed-media artwork. How to take an interesting portrait photograph, exploring different angles. How to adapt an image to create a new one. How to combine materials to create an effect. How to choose colours to represent an idea or atmosphere. How to develop a final composition from sketchbook ideas.

	How to make choices about amounts of paint to use when mixing a particular colour. How to match colours seen around them. How to create texture using different painting tools. How to make textured paper to use in a collage.		

Craft and Design

Foundation	Year 1/2	Year 3/4	Year 5/6
Pupils should be taught 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. ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Pupils should be taught to: Explore, use and refine	Pupils should be taught to: How to draw a map to illustrate a journey. How to separate wool fibres ready to make felt. How to lay wool fibres in opposite directions to make felt. How to roll and squeeze the felt to make the fibres stick together. How to add details to felt by twisting small amounts of wool. How to choose which parts of their drawn map to represent in their 'stained glass'. How to overlap cellophane/tissue to create new colours. How to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. How to apply paint or ink using a printing roller. How to smooth a printing tile evenly to transfer an image. How to try out a variety of ideas for adapting prints into 2D or 3D artworks.	Pupils should be taught to: How to select imagery and use it as inspiration for a design project. How to make a mood board. How to recognise a theme and develop colour palettes using selected imagery and drawings. How to draw small sections of one image to docs on colours and texture. How to develop observational drawings into shapes and patterns for design. How to transfer a design using a tracing method. Pupils should be taught to: How to use a sketchbook to research a subject using different techniques and materials to present ideas. How to construct a new paper material using paper, water and glue How to use symbols to reflect both literal and figurative ideas. How to produce and select an effective final design.	Pupils should be taught to: To know how different materials can be used to produce photorealistic artwork. To know that macro photography is showing a subject as larger than it is in real life. How to create a photomontage. How to create artwork for a design brief. How to use a camera or tablet for photography. How to identify the parts of a camera. How to take a macro photo, choosing an interesting composition. How to manipulate a photograph using photo editing tools. How to use drama and props to recreate imagery. How to take a portrait photograph. How to use a grid method to copy a photograph into a drawing.

a variety of artistic effects to express their ideas and feelings. ELG: Creating with materials: Share their creations, explaining the process they have used.		How to make a scroll. How to make a zine. How to use a zine to present information. How to make a repeating pattern tile using cut and torn paper shapes. How to use glue as an alternative batik technique to create patterns on fabric. How to use materials, like glue, in different ways depending on the desired effect. How to paint on fabric. How to wash fabric to remove glue to finish a decorative fabric piece.	

Key Knowledge of Art

Year 1 & 2

By the end of the year children will have gained the following knowledge and skills:

Drawing: Make your mark
Formal elements:
Shape: Know a range of 2D shapes and confidently draw these
Line: Know lines can represent movement in drawings
Texture: Know different marks can be used to represent the textures of objects.
Line: Know that drawing tools can be used in a variety of ways to create different lines.
Texture: Know that texture means ‘what something feels like’.
Texture: Know different drawing tools make different marks.

Drawing: Tell a Story
Formal elements:
Form: Know that three dimensional art is called sculpture.
Line: Lines can be used to fill shapes, to make outlines and to add detail or pattern.
Pattern: Drawing techniques such as hatching, scribbling, stippling, and blending can make patterns.
Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Sculpture and 3D: Paper Play
Formal Elements:
Form: Know paper can change from 2D to 3D by folding, rolling and scrunching it
Shape: Know paper can be shaped by cutting and folding it.
Form: Know that three dimensional art is called sculpture.

Painting and Mixed Media: Colour Splash

Formal Elements:
Colour: Know that the primary colours are red, yellow and blue.
Colour: Know primary colours can be mixed to make secondary colours:
Red + yellow = orange
Yellow + blue = green
Blue + red = purple
Pattern: Know a pattern is a design in which shapes, colours or lines are repeated.
Tone: Know that there are many different shades (or 'hues') of the same colour.
Tone: Know that changing the amount of the primary colours mixed affects the shade of the secondary colour produced.

Painting and Mixed Media: Life in colour
Formal elements:
Colour: Different amounts of paint and water can be used to mix hues of secondary colours. Colour: Colours can be mixed to 'match' real life objects or to create things from your imagination. Form: That 'composition' means how things are arranged on the page.
Shape: Collage materials can be shaped to represent shapes in an image. Pattern: Patterns can be used to add detail to an artwork.
Texture: Collage materials can be chosen to represent real-life textures.
Texture: Collage materials can be overlapped and overlaid to add texture. Texture: Drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture.

Craft and Design: Woven Wonders
Formal elements:
Form: Know that three dimensional art is called sculpture.

Year 3 & 4

By the end of the year children will have gained the following knowledge and skills:

Drawing: Growing Artists
Formal elements:
Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
Line: Using different tools or using the same tool in different ways can create different types of lines.
Pattern: Surface rubbings can be used to add or make patterns.
Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.
Tone: That 'tone' in art means 'light and dark'.
Tone: Shading helps make drawn objects look realistic.
Tone: Some basic rules for shading when drawing, eg shade in one direction, blending tones smoothly and with no gaps.
Tone: Shading is used to create different tones in an artwork and can include hatching, cross-hatching, scribbling and stippling.

Drawing: Power Prints
Formal elements:
Shape: How to use basic shapes to form more complex shapes and patterns.
Line: Lines can be lighter or darker, or thicker or thinner and that can add expression or movement to a drawing.
Pattern: Patterns can be irregular and change in ways you wouldn't expect.

Craft and Design: Fabric of Nature
Formal elements:
Shape: How to use basic shapes to form more complex shapes and patterns.
Pattern: Patterns can be irregular and change in ways you wouldn't expect.
Pattern: The starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns.
Texture: How to use texture more purposely to achieve a specific effect or to replicate a natural surface.
Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.

Craft and Design: Ancient Egyptian Scrolls
Formal elements:
Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin)

Painting and Mixed Media: Prehistoric Painting
Formal elements:
Colour: Paint colours can be mixed using natural substances, and prehistoric peoples used these paints.
Shape: Negative shapes show the space around and between objects.
Line: Using different tools or using the same tool in different ways can create different types of lines.
Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured.

Painting and Mixed Media: Light and Dark
Formal elements:
Colour: Adding black to a colour creates a shade.
Colour: Adding white to a colour creates a tint.
Form: Using lighter and darker tints and shades of a colour can create a 3D effect.
Tone: Using lighter and darker tints and shades of a colour can create a 3D effect.
Tone: Tone can be used to create contrast in an artwork.

Year 5 & 6

By the end of the year children will have gained the following knowledge and skills:

Craft and Design: Architecture
Formal elements:
Shape: Shapes can be used to place the key elements in a composition.
Line: Lines can be used by artists to control what the viewer looks at within a composition, e.g. by using diagonal lines to draw your eye into the centre of a drawing.

Craft and Design: Photo Opportunity
Formal elements:
Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Shape: How an understanding of shape and space can support creating effective composition.
Line: How line is used beyond drawing and can be applied to other art forms.
Pattern: Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.

Drawing: I need space
Formal elements:
Shape: Shapes can be used to place the key elements in a composition.
Line: 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.
Texture: How to create texture on different materials.

Drawing: Make my voice heard
Formal elements:
Colour: A ‘monochromatic’ artwork uses tints and shades of just one colour.
Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.

Form: The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape: How an understanding of shape and space can support creating effective composition.
Line: How line is used beyond drawing and can be applied to other art forms.
Tone: That chiaroscuro means ‘light and dark’ and is a term used to describe high-contrast images.

Painting and Mixed Media: Portraits
Formal elements:
Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours.
Pattern: Artists create patterns to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures.
Tone: Tone can help show the foreground and background in an artwork.

Sculpture and 3D: Making Memories
Formal elements:
Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
Form: The surface textures created by different materials can help suggest form in two-dimensional art work.
Shape: How an understanding of shape and space can support creating effective composition.
Line: How line is used beyond drawing and can be applied to other art forms.
Pattern: 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.