



Art & Design

Introduction

At Joydens Wood Infant School we use Kapow Primary to support the delivery and implementation of our Foundation Subjects.

National Curriculum KS1 Subject Content

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.

Intent

Our Art and design scheme of work aims to inspire pupils and develop their confidence to experiment and invent their own works of art. Our scheme is designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. Our scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies. Kapow Primary is an Artsmark partner and is able to support schools on their Artsmark journey, inspiring children and young people to create, experience, and participate in great arts and culture.

Implementation

The Art scheme of work is designed with five strands that run throughout. These are: generating ideas, using sketchbooks, making skills, including formal elements (line, shape, tone, texture, pattern, colour), knowledge of artists and evaluating and analysing. Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning. Units in each year group are organised into four core areas: drawing, painting and mixed media, sculpture and 3D, craft and design.

Lessons are always practical in nature and encourage experimental and exploratory learning with pupils using sketchbooks to document their ideas. Differentiated guidance is available for every lesson to ensure that lessons can be accessed and enjoyed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils by providing a highly visual record of the key knowledge and techniques learned, encouraging recall of skills processes, key facts and vocabulary.

Impact

The expected impact of following the Kapow Primary Art and design scheme of work is that children will:

- ★Produce creative work, exploring and recording their ideas and experiences.
- ★Be proficient in drawing, painting, sculpture and other art, craft and design techniques.
- ★Evaluate and analyse creative works using subject-specific language.
- ★Know about great artists and the historical and cultural development of their art.
- ★Meet the end of key stage expectations outlined in the National curriculum for Art and design

Assessment in Art & Design

Teachers will assess children against each learning objective and pupils will be able to use their Learning Ladders, outlining the topic's success criteria, to self-assess their own understanding of the learning. They will be given opportunities to demonstrate their understanding throughout each unit via quizzes and 'knowledge catchers' which form part of the assessment process. End of Term data drop points are distributed throughout the year and Teachers assess children against the National Curriculum in KS1 and the Development Matters statements and Early Learning Goals in EYFS.

Long Term Plan

*From Kapow Primary's Long Term Plan

	Autumn	Spring	Summer
EYFS	<p>Drawing - Marvellous marks</p> <p>Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p> <p>Painting and mixed media - paint my world</p> <p>Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p> <p>Seasonal crafts</p> <p>Autumn wreaths, salt dough decorations, threaded snowflakes</p>	<p>Sculpture and 3D - creation station</p> <p>Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.</p> <p>Seasonal crafts</p> <p>Sun catcher, Easter egg threading</p>	<p>Craft and design - let's get crafty</p> <p>Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.</p> <p>Seasonal crafts</p> <p>Salt painting</p>
Year 1	<p>Painting and mixed media - colour splash</p> <p>Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.</p> <p>Drawing - make your mark</p> <p>Developing observational drawing skills when exploring mark-making. Children use a range of tools, investigating how texture can be created in</p>	<p>Craft and design - woven wonders</p> <p>Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>	<p>Sculpture and 3D - paper play</p> <p>Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.</p>

	<p>drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman. Painting and mixed media.</p>		
<p>Year 2</p>	<p>Drawing - tell a story Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.</p> <p>Painting and mixed media - life in colour Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.</p>	<p>Sculture and 3D - clay houses Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.</p>	<p>Craft and design - map it out Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>

Generating Ideas

Progression of Skills & Knowledge		
EYFS	Year 1	Year 2
<p>Talk about their ideas and explore different ways to record them using a range of media.</p> <p>ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Explore their own ideas using a range of media</p>	<p>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p>

Sketchbooks

Progression of Skills & Knowledge		
EYFS	Year 1	Year 2
<p>Experiment in an exploratory way</p> <p>ELG: 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.</p>	<p>Use sketchbooks to explore ideas.</p>	<p>Experiment in sketchbooks, using drawing to record ideas.</p> <p>Use sketchbooks to help make decisions about what to try out next.</p>

Making Skills

Progression of Skills & Knowledge		
EYFS	Year 1	Year 2
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p> <p>ELG: 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.</p> <p>ELG: Physical development: Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

Artists

Progression of Skills & Knowledge		
EYFS	Year 1	Year 2
<p>Enjoy looking at and talking about art.</p> <p>Recognise that artists create varying types of art and use lots of different types of materials.</p> <p>Recognise that artists can be inspired by many things.</p> <p>ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work.</p> <p>Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary.</p> <p>Create work from a brief, understanding that artists are sometimes commissioned to create art.</p> <p>Create and critique both figurative and abstract art, recognising some of the techniques used.</p> <p>Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect.</p>

Evaluating and Analysing

Progression of Skills & Knowledge		
EYFS	Year 1	Year 2
<p>Talk about their artwork, stating what they feel they did well.</p> <p>Say if they like an artwork or not and begin to form opinions by explaining why.</p> <p>ELG: Expressive Arts and design: Creating with materials: Share their creations, explaining the process they have used.</p>	<p>Describe and compare features of their own and others' artwork.</p> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<p>Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it.</p> <p>Begin to talk about how they could improve their own work.</p> <p>Talk about how art is made.</p>