

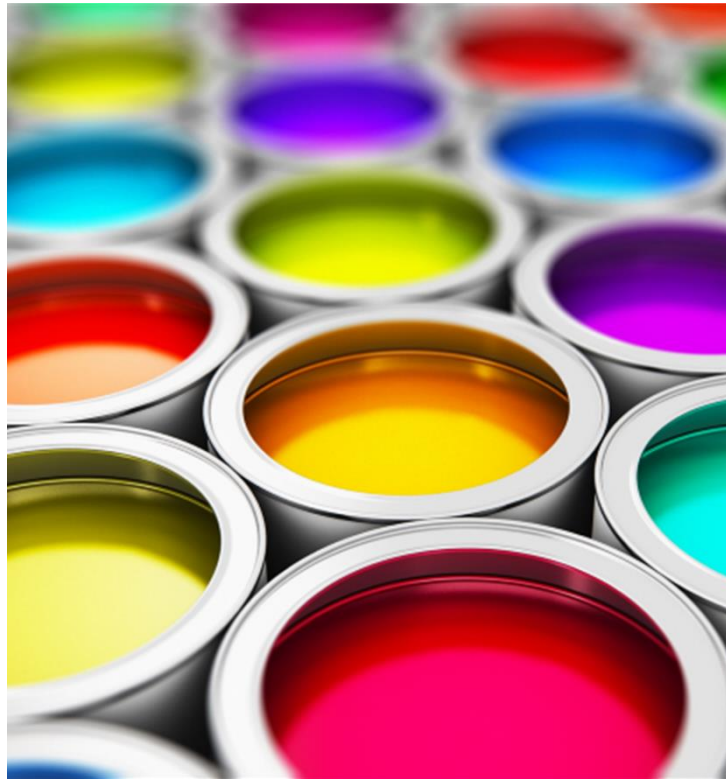
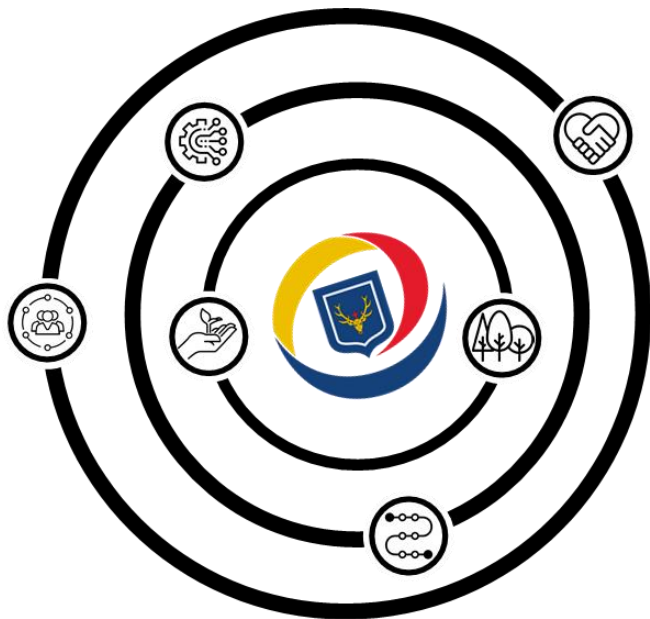
OUR LADY AND ST. HUBERT'S PRIMARY

Art and Design Knowledge and Skills

Progression



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do.



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Art Curriculum Intent

At the heart of our curriculum are our 6Cs: character, citizenship, communication, collaboration, creativity and critical thinking. At Our Lady and St Hubert's these drivers shape our curriculum, bring about the aims and values of our school, and respond to the needs of our community. In line with our school's pedagogical approach, we also look to develop our children's retention of the key skills and knowledge within art design, so they can develop their mastery of this subject.

Art and design has a very important place in our curriculum, and with this in mind we obviously want our children to develop their confidence, have enquiring minds and be willing to take risks, but most importantly we want our children to have a love and passion for this subject. At Our Lady and St Hubert's, we see this subject as a vehicle for creativity and individual expression and communication. Through visual, tactile and sensory experiences our children explore a special way of understanding and responding to our world, which allows them to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. As well as this, our curriculum provides opportunities for collaboration and critical thinking, through self and peer evaluation of a pupil's own work and that of the artists they will have studied to inspire their work. They will also develop an understanding of how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Our curriculum for art and design aims to ensure that all pupils can:

- Produce creative work, exploring their ideas and recording their experiences
- Improve their mastery of art and design techniques, by becoming proficient in drawing painting, sculpture and other art, craft and design techniques, using a range of materials
- 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

Implementation of the Art Curriculum

Implementation

At Our Lady and St Hubert's, art is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress, to encourage development and to ensure that each child reaches an appropriate standard through:

- *Using a variety of approaches that are matched to the activity and cater for the range of ability of the children.*

- *Having the opportunity to examine natural objects, everyday artefacts, historical artefacts. Developing clear links between art and design and I.C.T. opportunities.*
- *Encouraging children to work individually, in pairs, small groups and as whole class when required.*
- *Encouraging the development of personal and social skills, being fully inclusive and giving equal access for pupils to learning opportunities.*
- *Ensuring that issues of Health and Safety are addressed in the planning and delivery of the art curriculum.*

We have created a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to work and think like professional artists.

The key concepts in art and design we plan a progression for are as follows:

- *Drawing*
- *Painting*
- *Printing*
- *3D*
- *Collage*
- *Use of IT*
- *Knowledge*

Impact of the Art Curriculum

At Our Lady and St. Hubert's School, we want our art and design provision to impact our children in the ways listed below. We want our children to become adventurous, artistic, creative pupils. In order to achieve that, our children will show the following skills and attributes:

- Have a love and passion for the subject
- The ability to use visual language skilfully and convincingly to express emotions, interpret observations, convey insights and highlight their individuality.
- Work with interest and confidence, knowing that their opinions will be valued
- Use a variety of media, tools, materials and equipment safely and with confidence to produce art and design in a range of genres
- The ability to draw confidently and adventurously from observation, memory and imagination.
- Work with safety to apply relevant skills to produce quality pieces of art and design
- Work co-operatively, safely and tidily
- Plan and work individually and as part of a team
- Evaluate and make appropriate modifications within their art and design projects

- Critically evaluate and discuss the artwork and designs of others
- Have a knowledge and understanding of other artists, craft makers and designers.
- Record their ideas and designs in a variety of ways, including using sketchbooks

The National Curriculum for Art

Main strands of learning- National Curriculum

Key Stage 1	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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 skills underpin all of our artistic learning, and pupils explore and develop their drawing skills as part of their research and understanding of the artists and knowledge for each unit of work. Each academic year, students will study the works of famous artists in the areas of Drawing, Painting and Printing, 3D Design – Sculpture or Textiles and Collage. At the beginning of each unit of work, pupils will study famous works, before using those techniques to explore work more widely.












Throughout the Art and Design learning, pupils will:



A1 Study the work of a range of great artists, craft makers and designers and understand the historical and cultural development of their art forms.






A2 Evaluate and analyse creative works using the language of art, craft and design.

At EYFS	1	2	3	4	5	6
Record and Evaluate						
<p>ELG: Self-regulation</p> <ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate <p>ELG: Managing self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>ELG: Creating with materials</p> <p>Share their creations, explaining the process they have used</p> <p>KS1 Readiness –</p> <ul style="list-style-type: none"> • Recognising and exploring the colour, patterns and shapes in other artist's work. • Expressing opinions and feelings in response to their own art work and other artist's work. • Sharing their work with other people, talking about what they have created it. 	<p>E1 record and explore ideas from first hand observations.</p> <p>E2 ask and answer questions about starting points for their work.</p> <p>E3 develop and share their ideas, try things out and make changes.</p> <p>E5 think critically about their art and design work.</p>	<p>E1 record and explore ideas from first hand observations.</p> <p>E2 ask and answer questions about starting points for their work.</p> <p>E3 develop and share their ideas, try things out and make changes.</p> <p>E4 describe the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>E5 think critically about their art and design work.</p>	<p>E1 create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E4 think critically about their art and design work.</p>	<p>E1 create sketch books to record their observations and use them to review and revisit ideas.</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p>	<p>E1 create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p>	<p>E1 create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p>

Drawing							
Knowledge							<p>Rousseau</p>  <p>Botanical garden outdoor sketches</p>
	<p>ELG: Fine motor skills</p> <p>Begin to show accuracy and care when drawing</p> <p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function <p>KS1 Readiness –</p> <ul style="list-style-type: none"> Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales. To explore a range techniques to draw, to help them create art work. 	<p>D1 experiment with and control marks made with different media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalks.</p> <p>D2 draw lines and shapes using different surfaces.</p>	<p>D3 invent lines and shapes in drawing.</p> <p>D4 to draw from imagination and experience</p>	<p>D1 draw for a sustained period of time</p> <p>D2 use a sketchbook to collect and develop ideas from a range of sources</p> <p>D4 experiment with different grades of pencil to achieve varied tone.</p>	<p>D1 draw for a sustained period of time</p> <p>D2 use a sketchbook to collect and develop ideas from a range of sources</p> <p>D3 experiment with marks and lines with a wide range of implements e.g. charcoal, chalk, pencil, crayon, pens etc.</p>	<p>D1 work on sustained, independent, detailed drawings.</p> <p>D2 develop close observational skills.</p> <p>D3 use a sketchbook to collect and develop ideas.</p> <p>D4 use different techniques for different purposes i.e. shading, hatching, and blending.</p> <p>D6 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p>	<p>D1 work on sustained, independent, detailed drawings.</p> <p>D2 develop close observational skills.</p> <p>D3 use a sketchbook to collect and develop ideas.</p> <p>D4 use different techniques for different purposes i.e. shading, hatching, and blending.</p> <p>D6 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p>

Painting and Printing								
Knowledge				<p>Van Gough</p>  <p>Mondrian</p>  <p>Kandinsky</p>  <p>Unnamed artists</p> 	<p>Hokusai</p> 	<p>Picasso</p> 	<p>Van Gough</p> 	<p>Rousseau</p>  <p>Warhol</p>  <p>Fingal's Cave Overture by Felix Mendelssohn and images</p>  <p>Cityscapes</p> 
	<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function <p>KS1 Readiness –</p> <ul style="list-style-type: none"> Hold tools like paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating paintings. To explore creating designs and art work on a range of scales. To explore a range of techniques to paint and print to help them create art work. 	<p>P1 use a variety of tools and techniques i.e. brush sizes and types. P2 experiment with tools and techniques e.g. layering, mixing. P5 name and mix primary colours, shades and tones. P6 create textured paint by adding material, i.e. sand or plaster</p>	<p>PR1 print with a range of hard and soft materials e.g. corks, sponge, fruit and vegetables. PR2 take simple prints i.e. mono-printing. PR3 create simple printing blocks for press print. PR5 experiment with overprinting motifs and colour</p>	<p>P3 use language of and mix primary and secondary colours and use tints and shades. PR2 develop print techniques i.e. mono-printing, block printing, relief or impressed method. PR3 create repeating patterns.</p>	<p>P1 experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects, adding depth and distance.</p> <p>PR1 create printing blocks using relief or impressed method. PR4 print with two colour overlays</p>	<p>P1 develop a painting from a drawing. P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p>	<p>P1 develop a painting from a drawing. P2 experiment with different media and materials for painting. P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists P4 mix and match colours to create atmosphere and light effects. P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>PR2 develop techniques PR5 experiment with overprinting motifs and colour.</p>	

3D Design – Sculpture							
Knowledge						 <p>Gaudi</p>	 <p>Benin masks</p>
	<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function <p>KS1 Readiness –</p> <ul style="list-style-type: none"> Hold tools like glue sticks, glue spreaders and scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating sculptures. To explore creating designs and art work on a range of scales. To explore a range of techniques to sculpt work 	<p>3D1 manipulate malleable materials in a variety of ways i.e. rolling, joining and kneading. 3D4 experiment with constructing and joining recycled, natural and manmade materials</p>	<p>3D3 work safely with materials and tools. 3D2 explore sculpture with a range of malleable media.</p>	<p>3D1 plan, design and make models from observation or imagination. 3D2 develop skills in joining, extending and modelling clay. 3D3 use papier mache to create simple 3D effects. 3D5 create textures and patterns in malleable materials including clay</p>	<p>3D1 plan, design and make models from observation or imagination. 3D4 experiment with constructing and joining recycled, natural and manmade materials.</p>	<p>3D2 plan a sculpture through drawing and other preparatory work. 3D3 develop skills in using clay including slabs, coils, slips etc</p>	<p>3D1 shape, form, model and construct from observation and imagination. 3D2 plan a sculpture through drawing and other preparatory work.</p>

Textiles and Collage							
Knowledge			<p>Goldsworthy</p> 		  <p>Joanna Barakat—Amulet</p>  <p>Sumi Perera</p> 		
	<p>ELG: Creating with materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function <p>KS1 Readiness –</p> <ul style="list-style-type: none"> Hold tools like glue sticks, glue spreaders and scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form To explore their ideas and imagination by creating collages To explore creating designs and art work on a range of scales. To explore a range of techniques to help them create art work. 	<p>T2 apply shapes with glue or stitching.</p>	<p>T1 choose fabrics/threads based on colour, texture and shape. T3 apply decoration using beads, buttons, feathers etc. T4 apply colour with printing, dipping, fabric crayons. T5 create fabrics by weaving materials, i.e. grass through twigs.</p> <p>C1 arrange and glue materials to different backgrounds. C2 fold, crumple, tear and overlap papers.</p>	<p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. C2 use collage as a means of collecting ideas and information and building up a visual vocabulary.</p>	<p>T1 use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. T2 develop skills in stitching, cutting and joining C1 experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p>	<p>T1 use fabrics to create 3D designs T2 experiment with a range of media to overlap and layer creating textures, effects and colours.</p>	<p>T1 use fabrics to create 3D designs T2 experiment with a range of media to overlap and layer creating textures, effects and colours. C1 use a range of media to create collages. C2 use different techniques, colours and textures when designing and making pieces of work. C3 use collage as a means of extending work from initial ideas.</p>



The 6Cs and Art

How our 6Cs will be evident through our Art curriculum



Character

Children discuss their artistic products, based on criteria related to the assignment and then may implement changes to improve his or her artistic product. Children find the need to adapt to varied roles and responsibilities to complete the artwork.



Citizenship

Children connect with the work of an artist/ designer/ architect and use their ideas for creating artwork around a common theme. Students apply what they have learned to create works reflective of cross-cultural understanding of the theme.



Communication

Children examine how artists/ designers/ architects use their work to communicate particular ideas, themes, or concepts (such as relationships, overcoming obstacles, optimism vs. pessimism), and to evoke particular emotions or feelings (joy, sadness, tension, relaxation) in the viewer. They analyse and compare these devices.



Collaboration

Children demonstrate the ability to work effectively with diverse teams, on a group project. They exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. They assume shared responsibility for collaborative work.



Creativity

Children research works of art to identify how different artists have created work relevant to their lives and the world around them. Children analyse the works to identify distinguishing characteristics that reflect each artist's creativity. Children then produce multiple sketches to explore several approaches they might take to create a finished work. Children select and refine one idea from among their sketches to create a painting, and revise the painting during the creative process.



Critical thinking

Children view and critique multiple works of art, created by themselves their peers and past artists/ designers/ architects. Children use mutually agreed upon criteria (elements and principles of art and design, subject matter, technique, style, etc.) to describe, analyse, interpret, and make informed judgments about the artwork.