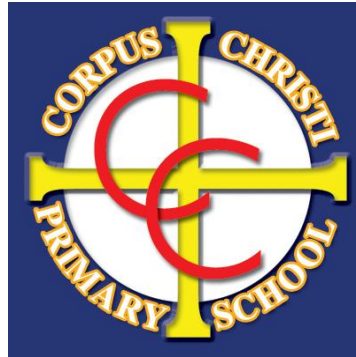


Corpus Christi Catholic Primary School



Art and Design HANDBOOK

Art and Design CURRICULUM: INTENT: All of our children will have consistent access to a broad, balanced and high quality Art and Design curriculum which will:

- Encourage forms of pupil creativity
- Engage, inspire and challenge pupils
- Equip pupils with the knowledge and skills to experiment, invent and create their own works of art, craft and design
- Enable pupils to think critically and develop a more rigorous understanding of art and design
- Have understanding and appreciation of how art and design both reflect and shape our history
- Have an understanding and appreciation of how art and design contributes to the culture, creativity and wealth of our nation

Art and Design Together we DREAM, together we learn

AIMS

The national curriculum for Art and Design aims to ensure that all pupils:

- Can produce creative work, exploring their ideas and recording their experiences
- Can become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Can 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

At Corpus Christi, our mission statement and the teaching of Jesus is at the centre of all we do.

We intend to show this through our Art and Design curriculum:

Give opportunities to **DISCOVER** new techniques, materials and work by famous artists, designers and craft makers. This will enhance and enrich our own art and design work.

Teach children to **RESPECT** each other, equipment and resources used within Art and Design. To **RESPECT** the skills of other Artists and Designers, both famous and our own peers in school.

To discuss work critically but to remember to be respectful with our feedback.

Provide experiences to **ENTHUSE** and excite and develop Art and Design knowledge and understanding. To undertake new Art and Design challenges with enthusiasm and to enthuse our peers to enjoy their Art and Design journey too.

Encourage high **ASPIRATIONS** in both school and beyond, and applying those aspirations in their Art and Design work. To seek aspiration from our peers and famous artists, both local artists and world-wide artists. To share our aspirations and knowledge of Art and Design with others.

Show ways our children can **MAKE A DIFFERENCE** to themselves, each other and outside, in big and small ways, and use Art and Design to help them. Encourage children to think how their Art and Design work can make a difference to others in class, in school, at home, in their local community and nationally.

STRATEGIES: In order to achieve our aims our school provides:

On site facilities:

- Paints, pastels, variety of pencils, variety of paper and collage materials, variety of paper and mark making equipment, clay, printing equipment, non-fiction books, art lead, art clubs
- iPads, iMacs, laptops

Off site facilities:

- Support from Rainford High and De La Salle Art Leaders, Art and Design teachers/staff
- Training available to staff from St Helens LA
- Support from the Artsmark Community
- Various galleries and museums in local area

Equipment/Resources

The school maintains a range of resources for Art and Design- paper, paints, pastels, pencils, sketch books, paper, printing, collage materials, clay, modrock

Curriculum Provision

EYFS: Early Years Profile – Expressive Arts and Design(links to other areas of the curriculum also (Communication and Language, Writing, Physical Development, Number, Shape, Space and Measures, Self- confidence and Self- awareness, Understanding the World) , Continuous Provision

Y1– Y6: 60 minute Art and Design lesson per week (alternates with Design Technology half termly)

Children follow the school's scheme of work and are continuously assessed against clear learning objectives.

Extra-Curricular Provision

Art clubs for KS2

Additional examples of our commitment to Art and Design include:

School trips, talks from visitors, entries to competitions in school and within the community, permanent art work around school, Artsmark Award, Rainford Art Exhibition entries, exhibition space in school and in outdoor classroom, specialist teachers from the high school working with children, Professional working artists working with children in school on a regular basis

Continuing Professional Development

Teachers and support staff are encouraged to develop their skills and knowledge to enhance the teaching of Art and Design in school. The Art Leader provides guidance through training and inset, informal chats, planning and progression guidance, lesson support and observations, learning walks. Support available from specialist Art teachers in the High schools and from local professional artists.

Reporting

EYFS – half termly events with parents/carers where children’s profiles can be viewed by parents and progress discussed.

Verbal reports to parents take place three times per year at Parent’s Evening. Open door policy allows parents to discuss progress with staff at any time during the year.

Written reports are provided twice a year.

- **All staff are continuously trained so as to ensure that Art and Design is taught to a high standard**
- **This high quality teaching is supported through the appropriate funding, resources, timetables and our whole school environment, which is maintained to a high standard and enhances and promotes our teaching and our children’s experiences and learning**
- **Staff plan and deliver daily high quality Art and Design lessons**
- **Staff meet regularly to review the quality of our provision and to refresh, reposition and change as appropriate**
- **Staff meet regularly to track and review the progress of our children and this high quality formative assessment contributes good rates of progress and high levels of attainment**
- **Strong parent partnerships and home/school systems contribute the quality of our provision**
- **Strong partnerships with other cluster schools contribute to the quality of our provision**

OUTCOMES

The teaching of all aspects of Art and Design are consistently good with some outstanding practice.

All of our children develop their enjoyment, knowledge, understanding and skills in Art and Design and use these successfully across all areas of the curriculum.

All of our children make good progress from their starting point in Art and Design.

MONITORING EVALUATION REVIEW

The school implements an annual programme of quality assurance which includes:

- Scrutiny of planning
- Assessment
- Sketchbooks - moderation
- Lesson Observations
- Learning walks
- Conversations with staff
- Conversations with children
- Consultation with parents

ART AND DESIGN: CURRICULUM IMPLEMENTATION: PLANNING

Our long term planning ensures coverage of the National Art and Design Curriculum and is responsive to local influences. In order to widen and deepen pupils' essential knowledge, skills, understanding and behaviours, our children continuously return to key concepts and skills in order to gain a deeper and more insightful understanding.

Art and Design Long Term Planning						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery/Reception	<p>Art and design embedded through many areas of the EYFS curriculum including Communication and Language, PSED, PD, Literacy, Mathematics, Understanding the World, Expressive Arts and Design</p> <p>Focus on children's interests, weekly planning reflects this – continuous provision throughout the year</p> <p>Children at the expected level of development will :</p> <p>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.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>					
KEY STAGE 1	<p>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.</p>					
YEAR 1	Mondrian, Painting		Lilly Hillage, Textiles		Kandinsky, Printing	
YEAR 2	Van Gogh, Drawing/pastels		Quentin Blake, Drawing		Andy Goldsworthy, Sculpture	
KEY STAGE 2	<p>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.</p>					
YEAR 3	Monet, Drawing/Pastel		Giuseppe Arcimboldo, Painting		Katsushika Hokusai, Printing	
YEAR 4	Kandinsky, Drawing/Charcoal		Various Artists, Sculpture		Van Gogh, Textiles	
YEAR 5	William Morris, Printing		Carol Naylor, Textiles		Jaume Plensa, Sculpture	
YEAR 6	Banksy, Digital Media		Henri Rousseau, Painting		Steve Brown, Collage	
Aspects of Outdoor Art and Design Activities are delivered across all terms through Curriculum activities, eg woodland environment, sketching in the local environment, visiting local exhibitions						

Art and Design CURRICULUM IMPLEMENTATION: PROGRESSION

We have a clear understanding of the progression we aspire for all of our children to make in all areas of Art and Design.

Corpus Christi Catholic Primary School

Expressive Arts and Design Progress Model for Knowledge and Skills

	Links to KS1 curriculum	Minimum Expectations for Reception			Minimum Expectations for Nursery		
PAINTING	Colour matching, altering tint and shade Warm/Cool colours	Colour matching to a specific colour and shade A1 SP2	Add white or black paint to alter tint or shade A1 SP2	Able to mix primary colours to make secondary colours A1 SP2	Able to mix primary colours to make secondary colours A1 SP2	Mix primary colours to appropriate consistency A1 SP2	Use pre-made paints and are able to name colours A1 SP2
	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools	Can independently select additional tools (stamps, rollers etc) to improve their painting A1 SP2	Can hold a paintbrush using a tripod grip A1 SP2	Can use thin brushes to add detail A1 SP2	Can use thick brushes A1 SP2	Enjoys using hands, feet and fingers to paint A1 SP2	Can hold a paintbrush in the palm of their hand A1 SP2
	Print with a variety of resources	Create patterns or meaningful pictures when printing A1 SP2		Print with small blocks, small sponges, fruit, shapes and other resources A1 SP2	Print with small blocks, small sponges, fruit, shapes and other resources A1 SP2	Print with large blocks and larger sponges A1 SP2	
DRAWING	Children must be exposed to models and be able to identify key features of living things	Draws with detail (bodies with sausage limbs and additional features) A1 SU2	Draws bodies of an appropriate size for what they're drawing A1 SU2	Draws potato people (no neck or body) A1 SU2	Draws potato people (no neck or body) A1 SU2	Draws faces with features and draws enclosed spaces, giving meaning A1 SU2	Makes marks. Draws circles and lines. A1 SU2

	Children draw portraits, detailed pictures, landscapes, buildings and cityscapes	Children are beginning to draw self-portraits, landscapes and buildings/cityscapes A1 SU2		Children are able to draw simple things from memory A1 SU2	Children are able to draw simple things from memory A1 SU2	Children are able to draw things that they observe A1 SU2	
COLLAGE	Joins items which have been cut, torn or glued	Join items in a variety of ways – Sellotape, masking tape, string, ribbon A2 SP2	Join items with glue or tape A2 SP2	Use glue sticks and glue spatulas independently A2 SP2	Use glue sticks and glue spatulas independently A2 SP2	Use glue spatulas with support A2 SP2	Use glue sticks with support A2 SP2
	Improve models by adding texture	Knows how to secure boxes, toilet rolls, decorate bottles A2 SP2	Knows how to improve models (scrunch, twist, fold, bend, roll) A2 SP2	Adds other materials to develop models (tissue paper, glitter...) A2 SP2	Adds other materials to develop models (tissue paper, glitter...) A2 SP2		
	Make collages and mosaics using different materials Weaves items	Improved vocab – flexible, rigid A2 SP2	Smooth, rough, bendy, hard Weave (fine motor) A2 SP2	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) A2 SP2	Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor) A2 SP2	Product is all one texture A2 SP2	
SCULPTURE	Use a variety of natural, recycled and manufactured materials to sculpt	Builds models which replicate those in real life. Can use a variety of resources – loose part play SP1 SU2		Builds simple models using walls, roofs and towers. SP1 SU2	Builds simple models using walls, roofs and towers. SP1 SU2	Builds walls to create enclosed spaces SP1 SU2	Builds towers by stackings objects SP1 SU2
	Use a variety of techniques and shapes to sculpt	Makes something with clear intentions SP1 SU2	Makes something that they give meaning to SP1 SU2	Manipulates clay (rolls, cuts, squashes, pinches, twists...) SP1 SU2	Manipulates clay (rolls, cuts, squashes, pinches, twists...) SP1 SU2	Makes marks in clay SP1 SU2	Explores clay SP1 SU2
MUSIC	Expresses their opinion	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad' A2 SP1		Talks about how music makes them feel A2 SP1	Talks about how music makes them feel A2 SP1	Responds to music A2 SP1	Enjoys listening to music A2 SP1
	Can change the tempo and dynamics	Selects own instruments and plays them in time to music.		Is able to name a wide variety of instruments (also including chime	Is able to name a wide variety of instruments (also including chime	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...) A2 SP1	

	<p>Recognises instruments in music</p> <p>Compose their own simple tunes</p> <p>Creates sound effects</p> <p>Writes down compositions</p>	<p>Can change the tempo and dynamics whilst playing</p> <p>Knows how to use a wide variety of instruments.</p> <p>Beginning to write own compositions using symbols, pictures or patterns A2 SP1</p>	<p>bars, glockenspiels, xylophones)</p> <p>Plays a given instrument to a simple beat A2 SP1</p>	<p>bars, glockenspiels, xylophones)</p> <p>Plays a given instrument to a simple beat A2 SP1</p>		
SINGING AND DANCING	Put a sequence of actions together	Learns longer dance routines, matching pace A2 SU2	Learns short routines, beginning to match pace A2 SU2	Learns short routines, beginning to match pace A2 SU2	Copies basic actions A2 SU2	Moves to music A2 SU2
	Begin to improvise independently to create a simple dance	Replicates dances and performances A2 SU2	Shares likes and dislikes about dances/performances A2 SU2	Watches dances and performances A2 SU2	Beginning to watch performances for short periods of time A2 SU2	
	Sings in tune and to the correct beat	<p>Sings by themselves, matching pitch and following melody A2 SU2</p> <p>Sings in a group, matching pitch and following melody A2 SU2</p>	Sings in a group, trying to keep in time A2 SU2	Sings in a group, trying to keep in time A2 SU2	Sings in a small group A2 SU2	Knows some words when singing A2 SU2
ROLE PLAY	To take part in a simple role play of a known story	<p>Uses imagination to develop own storylines A1 SU1</p> <p>Enhance with resources that they pretend are something else A1 SU1</p>	<p>Uses experiences and learnt stories to develop storylines A1 SU1</p> <p>Children enhance small world play with simple resources A1 SU1</p>	<p>Uses own experiences to develop storylines A1 SU1</p> <p>Participates in small world play related to rhymes and stories A1 SU1</p>	<p>Uses own experiences to develop storylines A1 SU1</p> <p>Participates in small world play related to rhymes and stories A1 SU1</p>	<p>Plays with familiar resources A1 SU1</p> <p>Simple small world (farm, cars, trains, dolls) A1 SU1</p>
		Reviews own work and makes improvements	Begins to paint on other materials – card, fabric, clay SP1 SU1	Chooses paper from a wide selection and of which is appropriate to the task (black paint	Chooses paper from a wide selection and of which is appropriate to the task (black paint	Choose a piece of paper from a selection of 2/3 colours SP1 SU1

			on white paper, white paint on black...) SP1 SU1	on white paper, white paint on black...) SP1 SU1		
		Returns to work on another occasion to edit and improve SP1 SU1	Creates their own piece of art and begins to self-correct any mistakes SP1 SU1	Creates their own piece of art and begins to self-correct any mistakes SP1 SU1	Creates their own piece of art and gives meaning SP1 SU1	Creates their own piece of art SP1 SU1
	To develop and share their ideas, experiences and imagination	Creates collaboratively, sharing ideas with peers and developing skills further SP1 SU1	Works with a friend, copying ideas and developing skills together Sp1 SU1	Works with a friend, copying ideas and developing skills together SP1 SU1	Children work independently to develop basic skills SP1 SU1	
RESOURCES (NOT LIMITED TO)	Children are exposed to using different materials	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervise), cotton buds, cotton wool, foil, art straws	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Thick and thin paintbrushes, thin chinks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Palm brushes, Large chinks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	

	KS1	LKS2	UKS2
Exploring and Developing Ideas	<p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KS1 Art and Design National Curriculum</p> <p>To produce creative work, exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a respond positively to ideas and starting points; b explore ideas and collect information; c describe differences and similarities and make links to their own work; d try different materials and methods to improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. 	<p>Children start collecting and developing ideas using sketchbooks. They continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practise and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>Lower KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use sketchbooks to record ideas; b explore ideas from first-hand observations; c question and make observations about starting points, and respond positively to suggestions; d adapt and refine ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. 	<p>Children start collecting more information and resources to present in sketchbooks. They continue to build their knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>Upper KS2 Art and Design National Curriculum</p> <p>Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> a review and revisit ideas in their sketchbooks; b offer feedback using technical vocabulary; c think critically about their art and design work; d use digital technology as sources for developing ideas; e use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure.

Drawing	<p>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.</p> <p>KS1 Art and Design National Curriculum 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"> a draw lines of varying thickness; b use dots and lines to demonstrate pattern and texture; c use different materials to draw, for example pastels, chalk, felt tips; d 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. 	<p>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.</p> <p>Lower KS2 Art and Design National Curriculum 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"> a experiment with showing line, tone and texture with different hardness of pencils; b use shading to show light and shadow effects; c use different materials to draw, e.g. pastels, chalk, felt tips; d show an awareness of space when drawing; e use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline. 	<p>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.</p> <p>Upper KS2 Art and Design National Curriculum 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"> a use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; b depict movement and perspective in drawings; c use a variety of tools and select the most appropriate; d 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.
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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:

- a name the primary and secondary colours;
- b experiment with different brushes (including brushstrokes) and other painting tools;
- c mix primary colours to make secondary colours;
- d add white and black to alter tints and shades;
- e 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.

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.

Lower 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:

- a use varied brush techniques to create shapes, textures, patterns and lines;
- b mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;
- c create different textures and effects with paint;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.

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.

Upper 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:

- a create a colour palette, demonstrating mixing techniques;
- b use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

Sculpture	<p>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.</p> <p>KS1 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; b use a variety of techniques, e.g. rolling, cutting, pinching; c use a variety of shapes, including lines and texture; d 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. 	<p>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.</p> <p>Lower KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a cut, make and combine shapes to create recognisable forms; b use clay and other malleable materials and practise joining techniques; c add materials to the sculpture to create detail; d 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. 	<p>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.</p> <p>Upper KS2 Art and Design National Curriculum To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> a plan and design a sculpture; b use tools and materials to carve, add shape, add texture and pattern; c develop cutting and joining skills, e.g. using wire, coils, slabs and slips; d use materials other than clay to create a 3D sculpture; e use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.
Collage	<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 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"> a use a combination of materials that have been cut, torn and glued; b sort and arrange materials; c add texture by mixing materials; d use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	<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>Lower KS2 Art and Design National Curriculum 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"> a select colours and materials to create effect, giving reasons for their choices; b refine work as they go to ensure precision; c learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; d use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. 	<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>Upper KS2 Art and Design National Curriculum 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"> a add collage to a painted or printed background; b create and arrange accurate patterns; c use a range of mixed media; d plan and design a collage; e use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

Textiles	<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 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"> a show pattern by weaving; b use a dyeing technique to alter a textile’s colour and pattern; c decorate textiles with glue or stitching, to add colour and detail; d 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. 	<p>Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2.</p> <p>Lower KS2 Art and Design National Curriculum 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"> a select appropriate materials, giving reasons; b use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; c develop skills in stitching, cutting and joining; d use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration. 	<p>Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics.</p> <p>Upper KS2 Art and Design National Curriculum 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"> a experiment with a range of media by overlapping and layering in order to create texture, effect and colour; b add decoration to create effect; c use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
	Printing	<p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p> <p>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"> a copy an original print; b use a variety of materials, e.g. sponges, fruit, blocks; c demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; d use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects. 	<p>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.</p> <p>Lower 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"> a use more than one colour to layer in a print; b replicate patterns from observations; c make printing blocks; d make repeated patterns with precision; e use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.

Work of Other Artists	<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.</p> <p>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"> a describe the work of famous, notable artists and designers; b express an opinion on the work of famous, notable artists; c use inspiration from famous, notable artists to create their own work and compare; d use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. 	<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.</p> <p>Lower 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"> a use inspiration from famous artists to replicate a piece of work; b reflect upon their work inspired by a famous notable artist and the development of their art skills; c express an opinion on the work of famous, notable artists and refer to techniques and effect; d use key vocabulary to demonstrate knowledge and understanding in this strand: Anselm Kiefer, Salvador Dalí, Paula Rego, Gainsborough, Sonia Boyce, Lucian Freud, Howard Hodgkin, Anish Kapoor, Caravaggio, Le Corbusier, Coco Chanel, Jackson Pollock, John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Julian Opie, Henry Moore, Giacometti, Vivienne Westwood, Louise Bourgeois, Jennifer Angus, Braque, Claesz, Kalf, Carl Warner, Michael Brennand-Wood. 	<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.</p> <p>Upper 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"> a give detailed observations about notable artists', artisans' and designers' work; b offer facts about notable artists', artisans' and designers' lives; c use key vocabulary to demonstrate knowledge and understanding in this strand: Henri Rousseau, India Flint, Alexander Calder, David Oliveira, David Hockney, Man Ray, Fernand Léger, Alfred Wallis, Hokusai, Frida Kahlo, Joaquín Torres-García, Leonora Carrington, Diego Rivera, Beatriz Milhazes, Carlos Páez Vilaró, John Singer Sargent, Ansel Adams, Helen Frankenthaler, Frank Lloyd Wright, Jean-Michel Basquiat, Mary Cassatt.

KS3

Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.

Pupils should be taught: ♣ to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas ♣ to use a range of techniques and media, including painting ♣ to increase their proficiency in the handling of different materials ♣ to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work ♣ about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

Art and Design CURRICULUM IMPLEMENTATION: ASSESSMENT

We have clear expectations with regards to the significant mile stones for our children. These include an expectation that a significant percentage of our children will exceed the end of KS2 expectations in Art and Design.

EYFS	KS1	KS2
<ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<p>Can children:</p> <ul style="list-style-type: none"> respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work; try different materials and methods to improve; <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve. draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips; <ul style="list-style-type: none"> 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. name the primary and secondary colours; experiment with different brushes (including brushstrokes) and other painting tools; mix primary colours to make secondary colours; add white and black to alter tints and shades; 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. use a variety of 	<p>Can children:</p> <ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine. review and revisit ideas in their sketchbooks; offer feedback using technical vocabulary; think critically about their art and design work; use digital technology as sources for developing ideas; <ul style="list-style-type: none"> use key vocabulary to demonstrate knowledge and understanding in this strand: sketchbook, develop, refine, texture, shape, form, pattern, structure. experiment with showing line, tone and texture with different hardness of pencils; use shading to show light and shadow effects; use different materials to draw, e.g. pastels, chalk, felt tips; show an awareness of space when drawing; use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.

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;
 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.

use a combination of materials that have been cut, torn and glued;

sort and arrange materials;

add texture by mixing materials;
 use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.

show pattern by weaving;

use a dyeing technique to alter a textile's colour and pattern;

decorate textiles with glue or stitching, to add colour and detail;

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. copy an original print;

use a variety of materials, e.g. sponges, fruit, blocks;

demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing;
 use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.

describe the work of famous, notable artists and designers;

express an opinion on the work of famous, notable artists;

use inspiration from famous, notable artists to create their own work and compare;
 use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching;

depict movement and perspective in drawings;

use a variety of tools and select the most appropriate;
 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.

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;

create different textures and effects with paint;

use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco. create a colour palette, demonstrating mixing techniques;

use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;
 use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.

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;

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. 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;

use materials other than clay to create a 3D sculpture;
 use key vocabulary to demonstrate knowledge and understanding in this strand: form, structure, texture, shape, mark, soft, join, tram, cast.

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

refine work as they go to ensure precision;

learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage;

use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic. add collage to a painted or printed background;

create and arrange accurate patterns;

use a range of mixed media;

plan and design a collage;

 use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.

select appropriate materials, giving reasons;

use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;

develop skills in stitching, cutting and joining;

use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.

experiment with a range of media by overlapping and layering in order to create texture, effect and colour;

add decoration to create effect;

 use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.

use more than one colour to layer in a print;

replicate patterns from observations;

make printing blocks;

make repeated patterns with precision;

use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers. design and create printing blocks/tiles;

develop techniques in mono, block and relief printing;

recreate and arrange accurate patterns;

 use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;

use inspiration from famous artists to replicate a piece of work;

		<p>reflect upon their work inspired by a famous notable artist and the development of their art skills;</p> <p>express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: detailed observations about notable artists', artisans' and designers' work; Mondrian, Hillage, Kandinsky, Van Gogh, Picasso, Goldsworthy, Monet, Arcimboldo, Hokusai, Constable, Morris, Naylor,Plensa, banksy, Rousseau, Brown</p> <p>offer facts about notable artists', artisans' and designers' lives;</p>
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Art and Design CURRICULUM IMPLEMENTATION: SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

Our Art and Design Curriculum contributes to the spiritual, moral, social and cultural development of our children and embeds our School ethos and mission statement of, Together we DREAM, together we learn.

Spiritual Development	Moral Development	Social Development	Cultural Development
<ul style="list-style-type: none"> • A respect for self and others • An increasing ability to reflect • A sense of empathy with other • Concern & compassion • An awareness and understanding of their own and others beliefs • An ability to think in terms of the whole • A readiness to challenge all that would constrain the human spirit • An understanding that words can hurt people even if done through technology 	<ul style="list-style-type: none"> • Respect for others' needs, interests and feelings as well as their own • A desire to explore their own and others' views • An ability to make responsible and reasoned judgements on moral dilemmas • A considerate style of life • An understanding of the need to review and reassess their values, codes and principles in the light of experience • Recognising that sharing items through devices can impact peoples lives 	<ul style="list-style-type: none"> • Appreciates the right and responsibilities of individuals within the wider social setting • Adjusts to a range of social contexts by appropriate and sensitive behaviour • Challenges, when necessary and in appropriate ways, the values of a group or wider community • Understands how societies function and are organised in structures such as the family, the school and local and wider communities • Shares values and opinions with others and works towards consensus • Reflects on their own contribution to society • Understands the notion of interdependence in an increasingly complex society 	<ul style="list-style-type: none"> • An appreciation of the diversity and interdependence of cultures • An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality • An ability to recognise and understand their own cultural assumptions and values • An understanding of the influences which have shaped their own cultural heritage • An understanding of the dynamic, evolutionary nature of cultures • A sense of personal enrichment through encounter with cultural media and tradition from a range of cultures • Regard for the height of human achievement in all cultures and societies • Openness to new ideas and a willingness to modify cultural values in the light of experience

Art and Design CURRICULUM IMPLEMENTATION: EXTRA-CURRICULAR CLUBS

Being able to offer our children a wide range of diverse extra-curricular activities is very important as it encourages them to become independent, confident and successful members of the community. Some of our clubs relating to Art and Design are run by external providers and take place after school but we also run our own clubs after school. Clubs are available for both KS1 and KS2 children.

The list of clubs is ever changing but generally includes:

- Painting
- Drawing
- Craft
- Christmas Crafts

Children also participate in a range of events and competitions including the annual Rainford Art Exhibition, design a Christmas card competition and designing poster competitions.

Art and Design CURRICULUM IMPLEMENTATION: HEALTH & SAFETY AND SAFEGUARDING

Risk assessment of tools and materials being used by staff members.

Risk Assessments are completed for all off site activities.

Appropriate staff supervision ratios are ensured.

Approved venues and transport are used.

Art and Design CURRICULUM IMPLEMENTATION: STAFF DEVELOPMENT

Key staff undertake ongoing professional development as identified through consistent, embedded monitoring and regular informal professional conversations.

Art and Design CURRICULUM IMPACT

Art and Design LESSONS

All children have consistent access to high quality, safe and broad history lessons which:

- Benefit health and well being
- Develop their knowledge, skills and experiences of Art and Design

- Build the knowledge, skills, values and confidence necessary for them to make positive, healthy decisions throughout their lives
- Develop their social, moral, spiritual and cultural understanding by linking their understating and learning to their lives.

Art and Design EXTRA CURRICULAR CLUBS

All children have access to:

- Extra–curricular opportunities such as Drawing club
- Opportunities to socialise with different peer groups
- Opportunities to make a positive contribution to our school and community – working with local artists, entering local competitions, art work around school grounds and the community

PROFESSIONAL DEVELOPMENT & RESEARCH

- Continuous Staff development is planned annually
- Staff questionnaires are completed annually to ensure suitable coverage and topic success rate