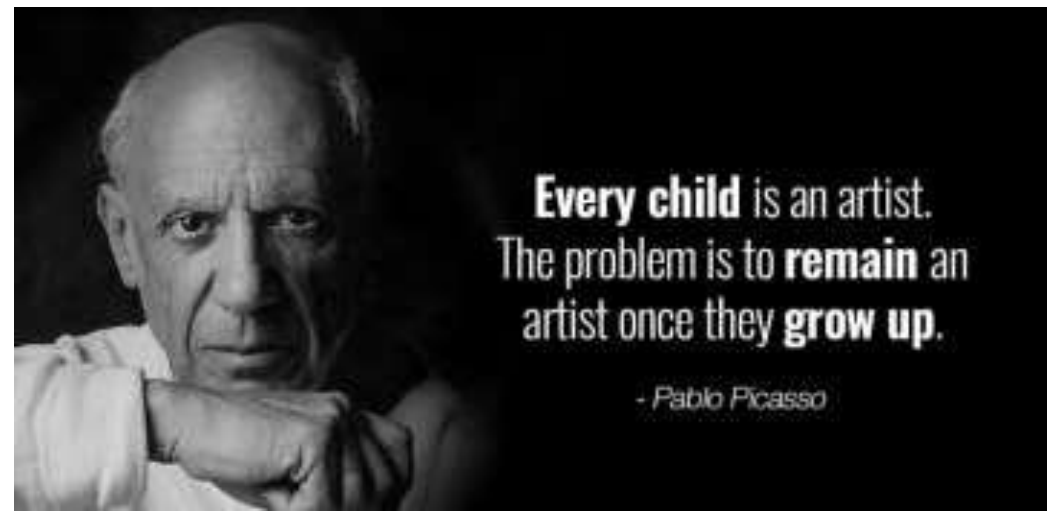


ART IS A PLACE
FOR CHILDREN TO
LEARN TO TRUST
their ideas
THEMSELVES, AND TO EXPLORE
WHAT IS POSSIBLE.
—MARYANN F. KOHL



Every child is an artist.
The problem is to **remain** an
artist once they **grow up**.

- Pablo Picasso

Art is
as *Natural* as
Sunshine
and as **Vital**
as *Nourishment*.
—MaryAnn F. Kohl

Art - introduction

- In the EYFS curriculum, art is mostly under physical and the umbrella of 'Expressive arts' although does come into PSED in the area of selecting of resources to achieve a goal.
- As a school we focus on drawing, painting, collage, 3D sculpture and printing as these will support the areas that show gaps and develop foundational skills they will need to progress and support in other areas of learning.
- EYFS allows children to explore and develop their gross motor and fine motor skills, in and outside of EA, to develop co-ordination, strength and control and lay the foundational skills
- KS1 allows for chn to refine their skills, gain more control and accuracy, use equipment and materials safely and use their knowledge and skills to develop art work that is unique and imaginative.
- On moving into KS2, the National Curriculum talks about **Proficiency** and chn not only should know techniques and methods, but are able to use it to communicate intent

Aims:

To be an effective Artist, I need to have:

- The ability to use visual language i.e. line, shape, pattern, colour, texture and form to express emotions, interpret what they see and create individual pieces.
- The knowledge and skills of a wide range of art elements i.e. drawing, painting and sculpture
- The knowledge and understanding of artists from around the world and of different styles.
- The knowledge, understanding and vocabulary to explore the arts to portray emotions, personal observations, interpret ideas and inspire themselves and others.
- The knowledge, understanding and the ability to select and use equipment, materials, processes and techniques with skill and thought to create intended and imaginative pieces.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for the subject and want to develop themselves as an artist.

Based around 3 concepts

	Concept 1 - <u>Composition</u> - An array of shapes through manipulation of colour, pattern, texture, line, shape, form and space
	Concept 2 - <u>Communication</u> - Creating art to represent something real or express an emotion, mood or message (artist talk)
	Concept 3 - <u>Comprehension</u> - Critically ascribe meaning to a piece of art (critic talk)

Art in Nursery

Three and Four-Year-Olds

Physical Development

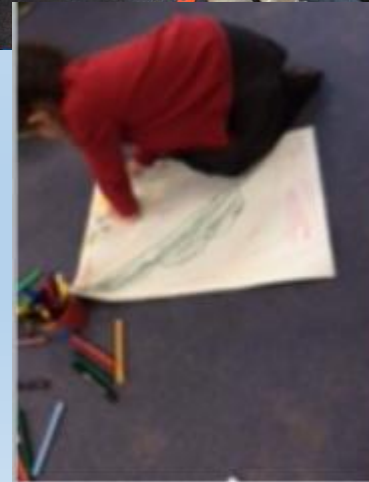
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Choose the right resources to carry out their own plan.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.

Expressive Arts and Design

- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.



Art outside



Art in Reception (FS2)

Reception	Physical Development	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility. 	
	Expressive Arts and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<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. Share their creations, explaining the process they have used.



National Curriculum Purpose of study for Art

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Long Term Plans

Year 1

Art	-	Illustrations – mixture of mediums	Observational drawing Tobias Harrison	Portrait Sketching	-	-
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Year 2

Art	N/A	Landscape artwork based on Jan Griffier's work of the Great Fire of London – lines and textures, sketching with oils/pastels.	Creating a rainforest scene based on Henri Rousseau's work – colour mixing, sketching and collage	N/A	N/A	Sculptures – creating a clay dinosaur using their own ideas, imagination and experiences.
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Art in KS1

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Year 1 – 'starry night' Van Gogh
Collaging their final piece – looking at shapes and sizes

Year 2 Sketch books Henry Rousseau 'surprise tiger'
- chn's work during the 'Exploring' section of the art unit. Using different materials and medias.



	EYFS - Nursery	EYFS - Reception	Year 1	Year 2	SEND
What does art look like?	<ul style="list-style-type: none"> - Open ended continuous provision for CI - Stand alone lessons based on skills or gaps in skills/ knowledge - Artists introduced reflecting the cohort/ culture/ skill - Cross curricular links - Inside and outdoor opportunities 	<ul style="list-style-type: none"> - Developing continuous provision to include open ended/ CI resources - Cross curricular links - Immersion days to begin topic - Inside and outdoor - Stand alone lessons 	<ul style="list-style-type: none"> - Evaluation, analysing in most lessons - Immersion days to begin topics - knowledge - Stand alone lessons weekly - Covered over 3 half terms - Unit follows the lesson structure sequence 	<ul style="list-style-type: none"> - Evaluation, analysing and exploration in most lessons building on yr1 - Stand alone lessons weekly - covered over 3 half terms - Unit follows the lesson structure sequence 	<ul style="list-style-type: none"> - Across the year group the expectation is that all chn are to access the lessons. - Differentiation maybe in the form of level of support, the outcome or the type of equipment i.e. snipping scissors or chunky equipment - Rainbow room also accesses on a sensory and EYFS level
		<ul style="list-style-type: none"> - Artist introduced each unit (local/cultural) - Cross Curricular links to other subjects i.e. RE - Revisiting learning & vocab – sticky knowledge 			
Evidence / Monitoring	<ul style="list-style-type: none"> - Floor books - Displays - Benchmarking document/ insight 	<ul style="list-style-type: none"> - Sketchbooks - Art displays - Benchmarking document/ insight - Pupil voice 	<ul style="list-style-type: none"> - Sketchbooks - Art displays - Learning walk - Pupil voice 	<ul style="list-style-type: none"> - Sketchbooks - Art displays - Learning walk - Pupil voice 	<ul style="list-style-type: none"> - Learning walk - Sketch book (in class SEND) - Art displays

Art unit structure




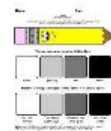


Stage	How many lessons?	What will the lesson consist of
1	1 or 2 depending on year group	Drawing Children draw either from life (objects) or from photos using different drawing mediums (pencil, felt pen, pencil crayon, oil pastel, charcoal, soft pastel)
2	2-4 depending on year group and skills planned to develop	Experimenting In this stage the children will have the opportunity to explore different mediums in more depth such as; collage, water-colour, textured paint or surfaces, or combining mediums perhaps example biro and watercolour, watercolour and oil pastel
3	1-3 lessons	Artist Lesson 1 – look at life and work of artist, children could research life and work of artist and make notes Lesson 2 – Look at and discuss artist pieces of work in more depth focusing on use of colour, method, medium etc
4	1-2 lessons	Using Artists style Lesson 3 – Children re-create a part of or a replica of famous artists piece either using the medium the artist has or a different medium but create the same thing for example famous artist may have used watercolour to generate their piece – child uses collage or oil pastel.
5	1 lesson	Compose This is where the children will create their own unique piece that incorporates the elements, they have looked at so far – drawing, colour, artist, compose
6	1 lesson	Evaluate The children will reflect (using post-its) on their own compositions and use the vocabulary from their sketchbooks to help them.

Why?

Visual analysis is the basic unit of art historical writing. The purpose of a visual analysis is to recognise and understand the visual choices the artist made in creating the artwork. By observing and/ or writing about separate parts of the art object, students will come to a better understanding of an artwork as a whole. Art history portrays a subjective view of the past, and as art historians, students will experience cultures, through artwork, that are more distant in time and space.

	Analyzing Content and Context How, why, what if?	Evaluating: Subjective – finding and assessing the value	Vocabulary for Analyzing and Evaluating
EYFS	<ul style="list-style-type: none"> Comment on the subject in an artwork Identify the colours used in an artwork Comment on the subject and narrative in an artwork Identify colours in an artwork Discuss the shapes in an artwork and what they are (e.g. circles form the face) 	<ul style="list-style-type: none"> Can discuss what they have created in their artwork Can comment on whether they like and dislike their own work Can say whether they like and dislike an artwork 	like dislike opinion favourite like dislike shows
Year 1	<ul style="list-style-type: none"> Able to identify the content or theme of an artwork such as nature, city or people etc. Identify the colours in an artwork and link to colour properties (e.g. primary and secondary). Make connections between an artwork and their own work (subject) 	<ul style="list-style-type: none"> Articulate their understanding of the subject or theme of their artwork and link that to the artist in study. Can comment on the use of colour in their artwork, and link this to the work of the artist and colour properties (primary and secondary colours). Can discuss how artists can be influenced by each other (e.g. the work produced in class or how 	explain decide compare prefer

Example of progression documents to include knowledge, skills, expectation and vocab

Drawing	Knowledge	Skills and Expectation	Possible Vocabulary
EYFS	<p>Know that different drawing media have different mark making potentials.</p> <p>Know that drawing can be done using different media, e.g. pencil, chalk, crayons and pens.</p> <p>Know that the spaces they create with lines develops into shapes and by joining the lines and curves, objects familiar to them can be represented.</p> <p>Nursery example:</p>  <p>Reception Example:</p> 	<p>Mark making</p> <ul style="list-style-type: none"> To enjoy using graphic tools, fingers, hands, chalk, pens and pencils. To use closed lines using some control to create a shape. To draw on different surfaces/medias and coloured paper.  <p>Tone:</p> <ul style="list-style-type: none"> To produce lines of different thickness and tone using a pencil.  <p>Textures and Patterns</p> <ul style="list-style-type: none"> To start to produce different patterns and textures from observations, imagination and illustrations.  <p>Fine Motor/grip:</p> <ul style="list-style-type: none"> To hold drawing medium (pencil, chalk etc) with some control using a full grip- Nursery, Tripod grip – Reception) 	<p>Side Edge Shape Line Straight Curved</p> <p>Pencil Crayons Felt tips Pastel Chalk</p>

How art develops over the year
groups

EYFS – (FS1)Nursery	(FS2) Reception	KS1 – Year 1	Year 2	SEND
<p>Lots of gross motor experiences to learn...</p> <ul style="list-style-type: none"> - How to coordinate and control their body movements - Help lay the foundation to be able to complete fine motor skill movement such as pinching or grasping - To become increasingly confident, agile and flexible. - To develop muscular strength - Alongside gross motor is fine motor i.e. Malleable, dough, water, mark making access to build strength, co-ordination and control. - Build in fine motor focus towards mid and end of summer term for older chn - In play modelling of resources equipment, medias and materials (stand alone lessons to introduce) - Stand alone lessons at least half termly - Equal amounts of time for inside and outside opportunities - All areas including Creative area - CI resource free to access to practise art and physical skills at all times. 	<ul style="list-style-type: none"> - Continuing with the development gross motor development (some chn still need this at this age & some chn are from outside of Nursery) with the addition of PE - Fine motor control is more of a focus and built upon from FS1 - Art techniques are taught as stand alone lessons weekly and resources left in the areas for chn to practise the skills - CP includes malleable, dough, water, mark making to build strength, co-ordination and control. - Inside and outside provision opportunities - All areas are developing towards a free access for CI activities 	<p>Building on EYFS to refine skills, develop control, accuracy and safety in using the material, medias and equipment.</p> <p>Evaluating artwork and remembering it</p> <p>Introducing the skills and techniques for specific art techniques i.e. in drawing – stippling, lines etc are introduced</p> <p>Illustrations – is drawing on the knowledge and skills from EYFS of using a variety of medias and materials</p> <p>Observational – is using colour, pattern, texture, line, shape, form and space</p> <p>Portrait – Sketching, creating texture using shading techniques and proportion</p>	<p>Building on the skills from year one – refining, use of control, using resources, medias and materials to express their ideas, thoughts and feelings and verbally express themselves linked to this using the vocab.</p> <p>Beginning to link techniques and skills to artists learnt.</p> <p>Landscape artwork - building on the sketching techniques from year 1</p> <p>rainforest scene – building on colour mixing from yr 1 creating tints and shades, collage techniques</p> <p>sculptures – using their imaginations and knowledge built throughout the KS1 chn create a sculpture of a dinosaur (colour, line,</p>	<p>Rainbow room – links to exploration of art techniques and elements. These are linked to topic and /or linked to the b-squared next step/gaps</p>

Monitoring

- Monitoring up to date has shown children are progressing year on year shown through sketch books
- Through pupil voice art is seen as a positive lesson, they remember and can talk about some skills, artists/ art work.....

What have you been learning?

"...drawing pictures and put blue paint, drew plastic bags and rainbow fish on it"

"I like mixing red and yellow, blue and red it makes purple".

"Using pastels – you can smudge them and oil pastels make lines"

"...painting and stippling"

How does it make you feel...



Happy

It's Calming

Relaxed

"Yeah – I like painting, colouring, drawing pictures"

Do you like art?

"Yes, I love art. I've got a picture in my pocket"

"Yes because it's fun"!

What artists have you been learning about?



"Tiger in the grass"

"Vincent Van Gogh... 'starry night'"



"Raining people, people flying out the sky. I did it ICT".

Successes this year:

- Workshop to introduce new structure for art units
- Developed whole school progression for art techniques including evaluation and analysing
- Outside artist supporting CPD (summer 1 2023)
- Access art for support on and CPD
- F2 have moved to art stand alone lesson and have seen an improvement in skills, Knowledge and independence through continuous provision

Where next...

- Develop the diversity of artists across the year groups through a art day
- Monitoring of chn development through the sketchbooks, teacher knowledge and curriculum ('on track' or 'off track')
- Create an art club either dinnertime or after school
- Collaborative art day – whole school
- Learning walk looking at the new structure of the art unit (Triangulation between planning/ IWB, sketch books and pupil voice)

The Intent is that

- The curriculum will develop their visual language, visual elements and emotional expression
- Chn are building towards automicity of each technique within art by the end of KS1 ready for KS2
- We want all pupils to feel confident to produce creative, imaginative pieces of work and know how to organise their art work (composition)
- They have opportunity to explore their ideas and record their experiences, demonstrating their skills in a variety of ways
- They can explore their work and work of others including a diverse range of different artists and craft makers and evaluate different works of art both current and through history
- Be confident and proficient in the techniques and skills being focused on up to KS1 (painting, drawing, collage, printing, 3D sculpture)
- The chn can work collaboratively
- All chn including SEND have access to high quality teaching of art

The Implementation is

- That art is taught as part of the topic, focusing on knowledge and skills stated in the EYFS curriculum or the National Curriculum
- That across the school, a structure has been implemented alongside progression documents for all year groups and across the art techniques ensuring a broad curriculum is covered and is based on a mastery approach.
- The use of sketchbooks allow children to practise, revisit and develop skills and techniques, exploring what they feel is a right choice for their art piece.
- The Evaluation/ analysing of their work is done as they are progressing through the unit, which keeps it current and relevant, but it's also revisited at the beginning of a lesson or unit so chn know more and remember more building upon their previous learning.
- That a range of artists are introduced to the children who use different styles of techniques, allowing children to explore their emotional expression but also understanding the 'why' and 'how' towards the art work
- The focus art techniques are painting, drawing, sculpture, collage and printing and are explored within each key stage to build on previous knowledge.

The Impact is

- That children have the freedom to express thoughts and ideas, making independent choices about their work.
- The children will develop a greater appreciation of their own and others' cultural heritages and values, drawing upon similarities and differences discussing opinions, ideas and feelings in a thoughtful and respectful manner.
- Their critical thinking and enquiry skills will be enhanced through constant reflection and discussion.
- Key skills will be developed across a series of lessons to promote mastery
- Their sketchbooks show a record of a variety of different art opportunities for children, building on a progression of skills that they can reflect on and develop as they move through the years.
- will be able to see that the children know more and remember in Art through evidence in their sketchbooks, in high quality art work displayed around the school and pupil voice.
- By the end of the keystage the Chn will have developed a readiness for the following keystage, EYFS will be secure in gross and fine motor development and KS1 will be secure in accuracy, control and safety when using materials and equipment.

