



## Learning in Art at St Margaret Mary's

We try to follow Jesus in everything we do.

### Why is Art important at St Margaret Mary's?

#### Intent

Our Art curriculum has been specifically tailored to meet the needs of our school community. It is designed to be broad and balanced, providing all pupils with the opportunity to be curious and wise in their learning and knowledge. Enable children to be attentive and discerning in order to make sense of the world around them and give purpose as to why we learn about and from Art. This will help them become faith filled and hopeful in their abilities to change and transform our society.

During their time at St Margaret Mary's RC Primary School, children are taught art through an integrated creative curriculum in all phases. This means that they will learn the skills, knowledge and understanding set out in the National Curriculum through an engaging and exciting approach.

During the Early Years Foundation Stage (EYFS), Art is taught through the area of learning known as 'Expressive Arts and Design' as set out in our Early Years Progress Model, in which the children are taught skills and knowledge such as painting, drawing, collage and sculpture.

At St Margaret Mary's, we cover the curriculum on a two-year rolling programme due to mixed aged year groups. Over the course of their journey in primary school, children develop their knowledge & understanding and skills in art, taking into consideration prior knowledge and world/local events.

We use the National Curriculum as a base and section into six areas:

- Skills
- Ideas and techniques
- Inspiration from artists
- The art of drawing
- The art of colour
- The art of texture and form

## **Implementation**

Art is taught through the framework of the 2014 National curriculum. The principles and content of its requirements have been carefully placed at the heart of the programmes of study in art.

We follow a curriculum overview based on a two yearly cycle of topics. Teachers from EYFS, Key Stage 1, Lower Key stage 2, and Upper Key stage 2, plan topics together and use the Access Art website to support with planning. This enables colleagues to share ideas, their curriculum strengths and resources. These plans are closely linked to the school's Age Related Expectations (ARE's) in art for each year group, which allows a consistent application of the curriculum throughout the Key stages.

Individual sketchbooks for years 1 - 6 form a learning journey of each child's attainment, which enables progress to be tracked with teachers emphasising the importance of the practice and implementation of artistic skills rather than a 'final piece' and students developing this skill through exercises such as visual note taking when researching artists.

Opportunities to experience, practice and develop skills acquired are provided across the curriculum, as we understand that creativity in all forms not only develops manual skill but also enables us to make informed judgements, practical decisions and nurtures the imagination. We encourage children to participate in a variety of creative experiences through which we aim to build the confidence of all children as the appreciation and enjoyment of the visual arts enriches all our lives.

At St Margaret Mary's we continue to have a deep respect for pupil's art and thoughtful displays of finished work are considered to be very important as a stimulus for learning and an appreciation of effort and ability. We recognise that there are children of widely different creative abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Practicing skills relevant and appropriate to the objective.
- Setting common tasks, which are open-ended and can have a variety of responses.
- Providing resources of different complexity depending on the ability of the child.

## **Assessments**

- Final pieces provide opportunities for self, peer and teacher assessments
- Sketchbook scrutiny
- Other forms of monitoring help to inform the subject leader's position statement and action development plan and lead to improvements in the quality of provision and the enhancement of pupil progress

## **Impact**

A high quality of art and design education aims to develop a range of skills that are transferable to other curriculum areas, particularly Computing, Mathematics and Design Technology. Children will:

- produce creative work using the skills they have learnt
- explore their ideas and record their experiences
- become skilled in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative work
- know about great artists, craft makers and designers

## Long Term Plan 2023 - 2024

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>EYFS</b>	<p>Art Focus – Self Portraits and painting resources, e.g. easels, printing (N/R outcomes to refer to SMM progress model)</p> <p>DT Focus - Using various media and materials to create an idea and junk modelling (N/R outcomes to refer to SMM progress model)</p>	<p><b><u>Structures:</u></b></p> <p>Junkmodelling</p> <p>Art Focus – Chn to complete traditional tales characters to portray a relevant emotion.</p> <p>DT Focus – Lever Christmas cards (R) Printing Christmas cards (N)</p>	<p>Art Focus – Colour mixing and printing (N) Cubism (R)</p> <p>DT Focus – Chn to cut and stick textures to fit best to a given animal e.g. furry material for a cat or scaly for a snake etc. Joining materials</p>	<p><b><u>Textiles:</u></b></p> <p>Bookmarks</p> <p>Art Focus – Observe mini beasts in a hunt and draw from observation focusing on shapes of them (N/R outcomes to refer to SMM progress model)</p> <p>DT focus – Make a bug hotel. Making clay mini beast(R) Making mini beasts using play dough (N)</p>	<p>Art Focus</p> <ul style="list-style-type: none"> <li>- Chn to paint a picture of an alien.</li> <li>-Chn to collage a picture of space</li> <li>-Chn make an earth (colour mixing to make green)</li> <li>-Making space prints</li> <li>-Observational drawings (N/R outcomes to refer to SMM progress model)</li> </ul>	<p><b><u>Structures:</u></b></p> <p>Boats</p> <p>Art Focus – Chn to create their own agamograph</p> <p>DT Focus – Make something that can be used in play or that works e.g. a kite or a thaumatrope (N/R outcomes to refer to SMM progress model)</p>
<b>KS1</b>	<p><b><u>Spirals</u></b></p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><b><u>Structures:</u></b></p> <p>Constructing a windmill</p>	<p><b><u>Simple Printmaking</u></b></p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> <p>OR...</p> <p><b><u>Exploring Watercolour</u></b></p> <p>Exploring watercolour and discovering we can use accidental marks to help us make art.</p> <p>OR...</p> <p><b>Inspired by Flora &amp; Fauna</b></p> <p>Explore how artists make art inspired by flora and fauna. Make collages of mini beasts and display as a shared artwork.</p>	<p><b><u>Textiles:</u></b></p> <p>Puppets</p>	<p><b><u>Playful Making</u></b></p> <p>Exploring materials and intention through a playful approach</p> <p>OR...</p> <p><b><u>Making Birds</u></b></p> <p>Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.</p>	<p><b><u>Cooking and nutrition:</u></b></p> <p>Fruit and vegetables</p>

<b><u>LKS2</u></b>	<b><u>Gestural Drawing with Charcoal</u></b> Making loose, gestural drawings with charcoal, and exploring drama and performance.	<b><u>Cooking and nutrition:</u></b> Eating seasonally	<b><u>Working with Shape and Colour</u></b> "Painting with Scissors": Collage and stencil in response to looking at artwork.  OR...  <b><u>Cloth, Thread, Paint</u></b> Explore how artists combine media to create work in response to landscape. Use acrylic and thread to make a painted and stitched piece.	<b><u>Digital world:</u></b> Electronic charm	<b><u>Telling Stories Through Making</u></b> Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.  OR...  <b><u>Making Animated Drawings</u></b> Explore how to create simple moving drawings by making paper "puppets" and animate them using tablets.	<b><u>Structures:</u></b> Constructing a castle
<b><u>UKS2</u></b>	<b><u>Typography &amp; Maps</u></b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<b><u>Electrical systems:</u></b> Doodlers	<b><u>Making Monotypes</u></b> Combine the monotype process with painting and collage to make visual poetry zines. OR... <b><u>Mixed Media Land &amp; City Scapes</u></b> Explore how artists use a variety of media to capture spirit of the place. OR... <b><u>Fashion Design</u></b> Explore contemporary fashion designers and create your own 2d or 3d fashion design working to a brief.	<b><u>Mechanical systems:</u></b> Making a pop-up book	<b><u>Set Design</u></b> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.  OR...  <b><u>Architecture: Dream Big or Small?</u></b> Explore the responsibilities architects have to design us a better world. Make your own architectural model.	<b><u>Cooking and nutrition:</u></b> What could be healthier?

### **Educational Programme**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### **ELG 16 - Creating with Materials**

- 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.

#### **ELG 17 - Being Imaginative**

- 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 - move in time with music

### **Purpose**

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.

#### **KS1**

Pupils should be taught to:

- 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

#### **KS2**

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:

- to create sketch books to record their observations and use them to review and revisit ideas

- 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.

- 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.

	Pre-school	Nursery	Reception	Links to KS1
<b>Painting</b>	<ul style="list-style-type: none"> <li>- Explores painting using paint brushes, fingers/feet, sponges, fruit shapes and other resources with some adult support.</li> <li>- Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> </ul>	<ul style="list-style-type: none"> <li>- Use pre-made paints and are able to name colours</li> <li>- Continues to explore colour and how colours can be changed</li> <li>- Can hold a paintbrush in the effectively to paint</li> <li>- Print with large blocks and larger sponges</li> <li>- Print with small blocks, small sponges, fruit, shapes and other resources</li> </ul>	<ul style="list-style-type: none"> <li>- Add white or black paint to alter tint or shade</li> <li>- Colour matching to a specific colour and shade</li> <li>- Can hold a paintbrush using a tripod grip</li> <li>- Can select a thin brush to add detail</li> <li>- Can independently select additional tools (stamps, rollers etc) to improve their painting</li> <li>- Create patterns or meaningful pictures when printing</li> </ul>	<ul style="list-style-type: none"> <li>-Can name primary colours</li> <li>-Can name and mix to create secondary colours</li> <li>-Chn to show emotion by using colour or technique (creating moods in artwork)-</li> <li>-Create a repeating pattern in print</li> <li>-Beginning to drawing in response to an Artist's work</li> </ul>
<b>Drawing</b>	<ul style="list-style-type: none"> <li>- Uses a variety of drawing tools, e.g. chalk, crayons, pens, pencils, paint etc to scribble or mark make an image to represent something</li> </ul>	<ul style="list-style-type: none"> <li>- Makes marks to represent something</li> <li>- Draws lines, circles and enclosed spaces that represent an object, experience and/or imagination</li> <li>- <i>Draws potato people (no neck or body)</i></li> <li>- Increasingly able to draw things that they observe</li> <li>- <i>Children are able to draw simple things from memory</i></li> </ul>	<ul style="list-style-type: none"> <li>- Draws bodies of an appropriate size for what they're drawing</li> <li>- Draws with detail (bodies with sausage limbs and additional features)</li> <li>- Beginning to draw self-portraits, landscapes and buildings/cityscapes</li> </ul>	<ul style="list-style-type: none"> <li>-Drawing emotion in drawings</li> <li>- Drawing using thin and thick lines (HB pencils)</li> <li>- Use IT to create a picture (drawing on paint)</li> <li>- Begin to draw from observation</li> <li>- Beginning to paint in response to an Artist's work</li> </ul>
<b>Independence</b>	<ul style="list-style-type: none"> <li>- Will explore a range of materials and resources to use for an intended purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose a piece of paper from a selection of 2/3 colours</li> <li>- <i>Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)</i> (NR)</li> <li>- Creates their own piece of art</li> </ul>	<ul style="list-style-type: none"> <li>- Begins to paint on other materials - card, fabric, clay</li> <li>- Returns to work on another occasion to edit and improve</li> <li>- Creates collaboratively, sharing ideas with peers and developing skills further</li> <li>- Expresses and communicates working theories, feelings and</li> </ul>	<ul style="list-style-type: none"> <li>-creates props to suit their role play idea without support from an adult</li> <li>-Beginning to use my own ideas to make something</li> <li>-Choosing appropriate tools and resources</li> </ul>

		<ul style="list-style-type: none"> <li>- Creates their own piece of art and gives meaning</li> <li>- <i>Creates their own piece of art and begins to self-correct any mistakes (NR)</i></li> <li>- Children work independently to develop basic skills</li> <li>- <i>Works with a friend, copying ideas and developing skills together</i></li> </ul>	<ul style="list-style-type: none"> <li>- understands using a range of art forms, e.g. movement, dance, drama, music and visual arts</li> <li>- Chooses particular movements, instruments/sounds colours and materials for their own imaginative purposes</li> </ul>	
	<b>KS1 (Years 1 and 2)</b>	<b>LKS2 (Year 3 and 4)</b>	<b>UKS2 (Years 5 and 6)</b>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Use pencils to create lines of different thickness in drawings.</li> <li>- Create a repeating pattern in print</li> <li>- Cut, roll and coil materials.</li> <li>- Choose and use different grades of pencil when drawing.</li> <li>- Use a charcoal pencil and pastel to create art.</li> </ul>	<ul style="list-style-type: none"> <li>- Show facial expressions in my art</li> <li>- Use different grades of pencil to shade and to show different tones and textures.</li> <li>- Use a range of brushes to create different effects in painting</li> <li>- Show facial expressions and body language in sketches and paintings.</li> <li>- Show reflections in my art.</li> <li>- Print onto different materials using at least 4 colours.</li> <li>- Sculpt clay and other mouldable materials.,</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and draw objects and use marks and lines to produce texture.</li> <li>- Create an accurate print design following criteria.</li> <li>- Explain why I have used different tools to create art.</li> <li>- Overprint to create different patterns</li> </ul>	
<b>Ideas and Techniques</b>	<ul style="list-style-type: none"> <li>- Show how people feel in paintings and drawings.</li> <li>- Create moods in art work</li> <li>- Name the primary and secondary colours</li> <li>- Use IT to create a picture</li> <li>- Create tints with paint by adding white.</li> <li>- Create tones with paint by adding black</li> <li>- Use different effects with an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>- Use sketches to produce a final piece of art.</li> <li>- Create a background using a wash</li> <li>- Use digital images and combine with other media in my art.</li> <li>- Use IT to create art which includes my work and that of others.</li> <li>- Use marks and lines to show texture in my art.</li> <li>- Use line, tone, shape and colour to represent figure and forms in movement.</li> <li>- Integrate my digital images into my art</li> </ul>	<ul style="list-style-type: none"> <li>- Successfully use shading to create mood and feeling.</li> <li>- Express emotion in my art.</li> <li>- Use images which I have created, scanned and found, altering them where needed to create art.</li> <li>- Explain why I have chosen specific techniques to create my art.</li> <li>- Use feedback to make amendments and improvements to my art.</li> <li>- Use a range of e-resources to create art.</li> </ul>	
<b>Inspiration from Artists</b>	<ul style="list-style-type: none"> <li>- Describe what I see and give an opinion about the work of an artist.</li> <li>- Ask questions about a piece of art.</li> <li>- Suggest how artists have use colour pattern and shape.</li> <li>- Create a piece of art in response to the work of another artist.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the techniques used by different artists.</li> <li>- Compare the work of different artists</li> <li>- Recognise when art is from different cultures</li> <li>- Recognise when is from different historical periods.</li> <li>- Experiment with styles used by different artists.</li> <li>- Explain some of the features of art from different historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>- Research the work of an artist and use their work to replicate a style.</li> <li>- Explain the style of my work and how it has been influenced by a famous artist.</li> </ul>	
<b>The Art of Drawing: mark making, shading and creating texture, sketching from</b>	<ul style="list-style-type: none"> <li>- explore mark making with a range of pencils.</li> <li>- explore how to create different shades by applying a different pressure.</li> <li>- draw an outline to represent different objects.</li> <li>- explore making pencil colours lighter or darker.</li> <li>- use a range of pencil marks to create texture.</li> <li>- explore a range of mark making tools including oil pastels and charcoal.</li> <li>- independently use a range of mark making tools including oil</li> </ul>	<ul style="list-style-type: none"> <li>- make a range of observational drawings</li> <li>- draw more accurately from observation: begin to use line, tone, texture, and shading to convey objects from real life.</li> <li>- draw from imagination and memory.</li> <li>- draw lines of different sizes and thicknesses.</li> <li>- colour neatly following the lines.</li> <li>- experiment with grip to assist drawing styles</li> </ul>	<ul style="list-style-type: none"> <li>- observe and use a variety of techniques to show the effect of light on objects</li> <li>- observe and use a variety of techniques to show the effect of light on people</li> <li>- begin to use pencil to show tone.</li> <li>- use tones of the same colour.</li> <li>- use rubbers to lighten.</li> <li>- produce increasingly accurate drawings of people</li> <li>- produce increasingly detailed preparatory sketches for</li> </ul>	



<b>real life and portraiture</b>	<ul style="list-style-type: none"> <li>- pastels and charcoal.</li> <li>- further develop drawing figures in more detail and with more accurate proportions.</li> <li>- explore the different effects of different pencils, beginning to understand the lettering on pencils.</li> <li>- use shading to create an effect.</li> <li>- draw an outline with increasing accuracy and detail.</li> <li>- use shading and colour to add interest and detail to own drawings.</li> </ul>	<ul style="list-style-type: none"> <li>- make increasingly detailed observational drawings using specifically selected techniques.</li> <li>- create imagined drawings, adding interesting detail.</li> <li>- use line, tone, texture in drawing.</li> <li>- explore shading, hatching and cross-hatching.</li> <li>- work with a range of different materials for drawing including pen and ink.</li> <li>- Use a view finder to select an area of a subject for drawing</li> </ul>	<ul style="list-style-type: none"> <li>- painting and other work.</li> <li>- observe and use a variety of techniques to show the effect of light on objects</li> <li>- consider using colour for purposes</li> <li>- use colour to express moods and feelings.</li> <li>- identify suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</li> <li>- make use of a wider variety of techniques to add depth to drawings.</li> <li>- show the effect of light on objects and people</li> <li>- use pencil effectively to show tone.</li> <li>- use tones of the same colour and describe the impact.</li> <li>- look at the effect of light on an object from different directions.</li> <li>- produce increasingly detailed preparatory sketches for painting and other work.</li> <li>- introduce perspective in drawing.</li> <li>- work on a variety of scales</li> <li>- share rationale for choosing different techniques</li> </ul>
<b>The Art of Colour: Experimenting with different mediums – paint, pastels, printing, photography</b>	<ul style="list-style-type: none"> <li>- make colours lighter.</li> <li>- make colours darker.</li> <li>- make specific colours.</li> <li>- select appropriate brushes - thin/thick.</li> <li>- explore adding materials to paint to create texture.</li> <li>- say which tools make different marks.</li> <li>- explore different techniques (marbles, bubble painting, blow painting, splatter) for a purpose.</li> <li>- use powder paints.</li> <li>- use watercolours</li> <li>- change the shade of a colour (i.e. shades of green).</li> <li>- select materials to create a texture.</li> <li>- use colour to build up layers of a painting.</li> <li>- select different tools to create marks. To apply different techniques (marbles, bubble painting, blow painting, splatter)</li> <li>- select appropriate type of paint (poster, powder, water).</li> <li>- make a textured printing block by adding card, wallpaper, string.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to understand the colour wheel.</li> <li>- mix colours effectively creating different shades and tones.</li> <li>- use a wider range of painting techniques.</li> <li>- describe paintings using an increasingly technical art vocabulary.</li> <li>- include texture made in different ways.</li> <li>- create a range of pattern and lines using different mediums.</li> <li>- Use thick and thin brushes for effect.</li> <li>- start to use vocabulary of complimentary and contrasting colours.</li> <li>- Mix colours purposefully to create different shades, tones and hues</li> <li>- reflect on the use of colour for purposes</li> <li>- Use colour confidently to express moods and feelings.</li> <li>- create pictures with different textures, patterns and lines and be able to explain the reason for these.</li> <li>- Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</li> </ul>	<ul style="list-style-type: none"> <li>- work on a variety of scales</li> <li>- work collaboratively.</li> <li>- independently select materials and techniques to use to create a specific outcome.</li> <li>- experiment, and develop control with particular qualities of tone, shades, hue and mood.</li> <li>- explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint.</li> <li>- explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.</li> <li>- compare the work of artists.</li> <li>- independently select materials and techniques to use to create a specific outcome, describing the reasoning behind these choices.</li> <li>- create artworks by combining colours, tones and tints to enhance the mood of a piece.</li> <li>- create original pieces that are influenced by the studies of notable artists, artisans and designers.</li> <li>- look at and talk about the work of artists who use different mediums and identify what techniques may have been used</li> </ul>
<b>The Art of Texture and Form: Textiles and 3D Forms</b>	<ul style="list-style-type: none"> <li>- use hands to manipulate shapes and mould playdough, plastercine and clay into simple models using rolling, patting, pinching techniques.</li> <li>- add texture and detail to playdough, plastercine and clay models using tools.</li> <li>- explore different texture materials such as threads, cottons, ribbons, wool, raffia, grass.</li> <li>- use materials for simple weaving through a stiff card loom or simple frame.</li> </ul>	<ul style="list-style-type: none"> <li>- begin to select from a wider range of materials.</li> <li>- arrange materials for a striking effect when creating collage and sculpture.</li> <li>- Look at and talk about the work of artists.</li> <li>- Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>- Experiment with surface patterns / textures</li> <li>- analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>- create textures to combine visual and tactile qualities and create real-life or abstract proportions when creating collage and sculpture.</li> <li>- make effective and exciting choices when creating textures to combine visual and tactile qualities</li> <li>- create real-life or abstract proportions when creating textile, collage and sculpture pieces.</li> <li>- discuss the choices artists make in their work and their impact.</li> </ul>

	<ul style="list-style-type: none"> <li>- use a variety of paper techniques, eg curling, rolling, tearing, folding, cutting, scrunching to create a picture / pattern / background.</li> <li>- select collage materials according to specific qualities e.g. colour, texture. shiny/smooth/rough for a specific purpose.</li> <li>- think of a plan/design for a model before making it.</li> <li>- record a plan/design for a model before making it.</li> <li>- select appropriate materials and resources needed to make a planned model.</li> <li>- plan and use different ways of adding detail to materials through batik, tie dye, fabric printing.</li> <li>- embellish weaving using natural materials.</li> <li>- select materials to use according to their specific qualities e.g. colour, texture, 'warm/cold'.</li> <li>- plan and create collages with increasing care</li> </ul>	<ul style="list-style-type: none"> <li>- Use the work of artists as a starting point/inspiration for 3D art.</li> <li>- Select and arrange 3D materials to convey feelings, expression and movement when creating collage and sculpture.</li> <li>- Use different techniques to create textile-based art: printing, dyes, applique etc.</li> <li>- Reflect on personal choices in art and reasons for these choices.</li> </ul>	<ul style="list-style-type: none"> <li>- reflect on personal choices in art and reasons for make effective and exciting choices when creating textures to combine visual and tactile qualities</li> <li>- create real-life or abstract proportions when creating textile, collage and sculpture.</li> <li>- create original pieces that show a range of influences and styles from notable artists, artisans and designers.</li> <li>- explain how the work of those studied was influential in both society and to other artists.</li> </ul>
	-		

## **What art looks like at St Margaret Mary's**

### **What an art lesson looks like at our school:**

#### **Planning:**

The planning developed for KS2 targets objectives taken from the 2014 National Curriculum. We plan around a 2-year rolling programme. In KS1 and KS2 this is sequenced carefully to build upon taught knowledge in the areas of skills, ideas and techniques, inspiration from artists, the art of drawing, the art of colour and the art of texture and form. Each of these areas are built on learning from the previous year, ensuring progression and each contributing to a secure development of the National Curriculum objectives. In EYFS, plans are made to ensure that children acquire skills included in our Progress Model. These skills are progressive to allow children the opportunity to achieve the Early Learning Goals in Creating with Materials and Being Imaginative. Planning also incorporates the age related expectations and opportunities to develop their fine-motor skills. We use a variety of artists from diverse backgrounds who are appropriate for children's level of development.

Teachers also ensure that learning in art is not exclusive to art lessons but a part of the school routine. This enables our pupils to use their art knowledge and skills in different contexts and repetition of key vocabulary, artistic skill and love of the subject. All teachers have use of the Access Art website to aid their planning and to help in the mapping of their unit of lessons every other half term of the year.

#### **Teaching:**

Subject leaders ensure resources are available prior to a lesson and planned ahead using the long term plan which also includes appropriate differentiated resources for SEN pupils. All areas of study are detailed in planning and teaching ideas from the Access Art website. Lesson 1 of a sequence of progressive art lessons will focus on the work of an artist and children will research this artist and become familiar with their work. Subsequent lessons (using the skill progression document) will ensure that appropriate and relevant skills will be highlighted, incorporated into the 'I can' of the lesson and taught to children so they are aware of the skill they are developing and to ensure that key vocabulary (such as tone, shade, texture etc.) are repeated and children can talk confidently about their art using technical vocabulary. Children will then work towards a final piece and complete an evaluation based upon the skills they have learnt and the objective of the final piece. For example, children will be asked 'How does your piece of art make you feel?' 'What shading technique did you find the easiest/ most difficult and why?'. Evaluations are differentiated based throughout the school based on their writing ability and understanding of questions.

## Displays

We have a whole school art display which celebrates the children's learning from their art lessons within a half term. The display consists of photographs from the children's art lessons, their skills that have been developed and then a piece of work showing a culmination of those skills into a final piece with evidence of influence of an age appropriate artist in children's work, evaluation and a brief explanation to explain what the children have been learning.



## Assessment:

Formative assessment is used to inform future planning, differentiation and support and challenge. The children's progress is monitored using the art skills progression framework and includes 6 key areas from the area of intent in our art curriculum. The assessment is split into EYFS, KS1, LKS2 and UKS2. Class teachers use videoing, photographs, pupil voice and key vocabulary as a way of monitoring the coverage and progress of their art lessons. This allows the subject leaders to monitor the coverage, standards and progress of each year group and subsequent planning going into the second year the curriculum cycle. Class teachers are also asked to complete a document where they individually assess all children against ARE using the colour code red, yellow and green. This supports subject leaders to plan for future years and address gaps to ensure every child has covered all National Curriculum areas of art during their time at St Margaret Mary's.

### **Inclusion:**

Art is planned for according to the individual needs of the children - in line with the whole school policy surrounding equal opportunities and based upon our school aim to recognise that each child is unique. There are many ways in which SEND children can access the art curriculum including:

- Ensuring familiarity with equipment
- The use of small steps during practical tasks
- Additional adult support to ensure the development of skills
- Suitable resources that support learning and allow full participation
- Modification of the curriculum to remove barriers to learning so that all pupils meet the same objectives. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.
- Making tasks accessible for all pupils where appropriate by allowing use of specialist equipment e.g. specialist scissors and cutting tools and providing a range of drawing aids e.g. jumbo pencils if hand control is weak, non-slip mats (dycem) to hold papers, books and equipment in place, BluTac to hold small items or as a temporary fixing (e.g. for rulers when drawing) such as grids, templates and viewfinders for transcription.
- Allow time for sensory exploration by using a variety of materials and processes to make images and artefacts.
- Use real objects related to the topic, for example, for a project on the environment, pupils might explore the properties of bricks, pebbles, stones, gravel, wood, hessian, bubble wrap, metal and plastic, which they can touch, see and smell. These can be used to bring out ideas and feelings and can be displayed and/or photographed.
- Children use their body in direct ways to create outcomes or products such as using hands and feet to create prints or casts in wet sand or clay, or using hands and fingers to create marbling patterns with oil, safe colouring agents and water for a project on water patterns.
- Staff to consider the length and complexity of tasks when planning art lessons. Some pupils might need more time to complete activities, while others need tasks to be short and varied to aid concentration.

### **Monitoring:**

Art is monitored by the subject leaders throughout the year through the planning available on the shared drive and sketch book scrutinies to ensure that the progression document and LTP are followed. The consistent approach of planning from the skill progression document, the scrutinies of sketch books and cross-curricular art work in other subjects ensures coverage of all areas of the curriculum.

### **Parents:**

We encourage all parents and carers to assist their children in participating in artistic competitions e.g. designing our Manchester bee, Christmas card competitions and outdoor gardening space. We celebrate art work completed both at home and in school through class displays and whole-school communal displays of art work.

### **How do we know our children have made progress?**

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 in the skills progression document. Children continually develop their knowledge of artists, skills and the development of the art of drawing, colour, tone and texture. This is clearly evident from the continuation of the use of sketchbooks across more than one academic year, allowing children, teachers and parents to clearly see the progress they are making across all areas of artistic skill.