

Art and Design at St Cleopas



Our Academy Vision is inspired by this bible verse:

John 13:34 “As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our Academy Values: At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

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Art and Design at St Cleopas

At St Cleopas we are passionate about promoting high standards of Art and Design. Through combining the Early Years and National Curriculum with our core values, our ambitious art curriculum equips all our children with the necessary skills and knowledge that we believe will contribute to the quality of our children's lives, both within and beyond school.

By the end of their time at St Cleopas, our children will have improved their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint and clay) and will be confident in sharing their ideas, experiences and imagination.

They will be able to talk about the work of great artists, architects and designers in history both female and male from differing cultures, describing the differences and similarities between different practices and disciplines, and make links to their own work.

We see Art and Design as a means to support learning in a range of ways. The skills that are developed in these subjects can be transferred across the curriculum in a variety of ways. Through our well-planned, and sequenced Art and Design curriculum our children acquire the vital knowledge and skills required for the next stage of their learning journey and on into adulthood. This will enable the children of St Cleopas to become successful, active and positive members of their local community and the wider world.

Our Vision and Principles

Our school core values underpin all the decisions we make and are woven into each area of our curriculum offer. When children leave our school, we aim to ensure all our children leave with a full TPS core values toolkit enabling them to become happy, productive, and positive citizens both in our local community and the wider world.

Communication and language

Confidently articulate and explain the elements and skills in art.

Work collaboratively as part of a team and listen to others in group projects.

Physical and mental health

To be aware of your own mental health and how creativity has positive effects on one's mental health.

To be aware of factors affecting mental health and wellbeing and how to facilitate these through art.

Global Citizens

Learn how art can have a positive impact on local, national and global issues.

Use artistic creativity to foster a love of nature and care for their environment.

Develop respect and understand the use of art in other faiths, cultures and beliefs in our local community and the world.

Aspiration and Ambition

High expectations of themselves to achieve their full potential as artists.

Have knowledge of and understand future skills, careers and job roles within the art profession regardless of gender.

To be creative, innovative and have an ability to problem solve in order to allow our minds not to be limited by what we are told is possible or restrict our imagination.

Future Ready

To demonstrate the inward skills of confidence, resilience, perseverance and positive mind set, taking pride in what they do.

Intent, Implementation and Impact

INTENT

At St Cleopas we will provide and help children master a wealth of art skills, appropriate to their age and ability, including drawing, painting, 3D, collage, printing (including ICT) and textiles. Through developing these skills, children will feel confident when applying and experimenting enabling them to become independent and creative thinkers. Children will be exposed to a variety of artistic experiences, which are highlighted in our Curriculum Entitlement Document including visiting art galleries and researching artists from a range of times and cultures.

IMPLEMENTATION

Each year group teaches Art and Design on a weekly basis, three half terms a year. During this time, children are taught all key skills. They are revisited and built upon each year so that progression is evident. Work is celebrated through class displays and a yearly whole school art gallery where parents are invited to view and purchase children's work. There is also weekly afterschool art clubs for Key Stage 1 and 2.

IMPACT

Children are becoming more creative and understand how to use a range of techniques in a confident way. Children are using more artist vocabulary and evaluating their own and other artist's work more confidently. St Cleopas believes that The Arts provide children with unique, engaging and crucial experiences in the curriculum helping them develop as a whole child and reach their full potential. It's crucial for children to have their own voice and have the confidence to express themselves without feeling that there is a correct answer which is why Art and Design is of central importance at our school.

Art & Design Policy

PURPOSE OF STUDY

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education will 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.

SUBJECT CONTENT

Key stage 1

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.

Key stage 2

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
- 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.

TEACHING AND LEARNING STYLES

The school uses a variety of teaching and learning styles in art and design lessons. Our principal aim is to develop the children's knowledge, skills and understanding in art and design. We ensure that the act of investigating and making something includes exploring and developing ideas and evaluating and developing work. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as

models for the other children. They encourage children to evaluate their own ideas and methods, and the work of others, and say what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others, on projects in two and three dimensions and on different scales. Children also have the opportunity to use a wide range of materials and resources, including ICT.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies:

- developing a growth mindset culture within the classroom;
- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups;
- Where appropriate talk our learning outside.

CURRICULUM PLANNING

We use the national curriculum as the basis for our curriculum planning in art and design. We adapt to the local circumstances of our school in that we regularly use the local environment as the starting point for aspects of our work. We also encourage diversity in planning so that each unit takes into account the specific needs of our pupils.

We carry out the curriculum planning in art and design in two phases: long and medium-term. Our long-term plans identify the themes covered each term over an academic year. Because of the cross-curricular links between Art Design and Design Technology and the increasing demands for curriculum time, the two subjects are allocated curriculum time on an alternating basis. The long term plans for art and design are established by our art and design subject lead in conjunction with individual teachers and the governor for arts and culture.

Our medium-term plans, give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The art and design subject leader is responsible for keeping and reviewing these plans in line with an agreed Monitoring & Evaluation timetable.

We plan the activities in art and design so that they build upon the prior learning of the children. While we give children of all abilities opportunity to develop their skills, knowledge and understanding, we also build planned progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school.

EYFS

We particularly encourage creative work from the outset of life in school as it is central to our schools' values. We relate the creative development of the children to the objectives set out in the Early Learning Goals. The children's learning includes art, exploring, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding.

We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

CROSS CURRICULAR LINKS

Contribution of art and design to teaching in other curriculum areas

Outdoor Learning

We use our rural setting to enhance our curriculum where possible. Outdoor learning brings the curriculum to life in meaningful ways. Children have the opportunity to use the outdoor materials to create natural artworks and to be inspired by the outdoors too.

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

SPECIAL EDUCATIONAL NEEDS

We teach art and design to all children, whatever their ability. Art and design helps provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Wherever appropriate, work in art and design takes into account the targets set for individual children.

ASSESSMENT AND RECORDING

We assess the children's work in art and design whilst observing them working during lessons. Teachers assess the progress made by children against the learning objectives for their lessons. At the end of each academic year we make a judgement and record each child's progress against the National Curriculum standards of attainment. This information is used to plan future work as well as forming part of the annual report to parents.

MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in art and design is the responsibility of the art and design leader. The work of the subject lead also involves supporting colleagues in the teaching of art and design, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The art and design subject lead undertakes an annual audit of the Art curriculum. This results in the production actions which aims to further improve the quality of the art curriculum.

Subject - Art Curriculum Map

	Nursey	Rec	Year1	Year 1/2	Year 2	Year 3	Year 3/4	Year 4	Year 5	Year 5/6	Year 6
Aut	Rosie's Walk Printing	Star in a Jar Printing	Colour! Kandinsky! Painting	Portraits Giuseppe Arcimboldo Painting and Collage	Earth Art: Mandalas. Painting, Sculpture and Collage	Plant Art Painting and Observational Drawing	Journeys: Aboriginal Art and Paul Klee. Painting and Drawing	Indian Art: Rangoli Patterns Painting, pattern and printing.	Objects and Meaning: Creating still life. Painting and Drawing	Viking Art Drawing, sculpture and textiles.	Japanese Art: Manga! Drawing, Painting and Sculpture
Sp	Bear Hunt Painting settings and nature	The Something Animal sculptures and collage	Andy Goldsworthy Sculptures, Pattern and Shape	African Art Pattern and Sculpture	Animals Art and Henri Rousseau Drawing, Painting and Textiles	Investigating Pattern Pattern, textiles and printing	Famous Buildings Drawing, Shape and Photography	Jewellery Designers Drawing, Sculpture and textiles	What a performance! The drama of exciting headdresses. Sculpture, Textiles Shape and Decoration.	Freda Khalo Expressing Yourself Drawing, painting and photography	Portraits and Sketchbooks Art Illusions Painting and drawing techniques
Su	Come on Daisy Animals sculptures and collage	The Storm Whale Painting settings and nature	Wacky Weavers Textiles and Collage	Can Buildings Speak? Observational Drawing and Printing	Wallpaper Designers Pattern and Printing	Positive and Negative Space Sculpture, drawing and painting	Flower Power Painting, 3D, collage and textiles	Seurat and Pointillism Drawing and Painting	Cityscapes Gothic Gaudi Drawing, Photography and Printing	Street Art Drawing, sculpture and collage.	Klimt Textiles Collaboration Drawing and Textiles

Planning

Year 2 – Spring	
Henri Rousseau Drawing and painting	
Objectives	Activities to meet objectives
Artist's work	
- Say how other artists have used colour, pattern and shape. - Describe what they can see and like in the work of another artist. - Ask sensible questions about a piece of art. .	Lesson 1 Look at the work of Andy Goldsworthy. Cut one of his paintings up and ask children to describe what they see in each part. Explain to the children that this is part of his work. Sometimes we might just concentrate on one part (View finder). Children will put the painting together to reveal his painting. Answer questions about Andy Goldsworthy's work. See resource sheet in lesson 1.
Developing Skills and Experimenting	
- Mix paint to create all the secondary colours. - Mix and match colours, predict outcomes. - Mix their own brown. - Make tints by adding white. - Make tones by adding black. GD CHALLENGE: Independently and consistently predict, mix and use their own colours when painting.	Lesson 2 Children will look at different leaf shapes and practise drawing them. See resources in lesson 2 but get children to paint real leaves too. Get children to use language when describe the shapes. Some are round, thin, spikey, smooth, rough, triangular shaped, zig-zagged lines, etc... Get children to practise mixing secondary colours and then using tints and tones. Focus on the colour green in particular. What colours can children make? Use the colour thesaurus sheet to look at different greens – emerald, crocodile, lime, juniper fern, etc... Ask children which greens they think that have created and ask them to look closely at leaves and get them to discuss the types of green in each. Is there more than one shade of green on a leaf?
	Lesson 3

• Draw for a sustained period of time from the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Sketch to make quick records of something • Work out ideas through drawing. GD CHALLENGE: Begin to independently apply use of shadows and light and dark in their own drawings	Explain to the children that Henri Rousseau liked to painting animals catching their prey. Look at some examples from lesson 1. Children will use drawing cards to practise drawing the shapes of different animals.
Same objectives from lesson 2 and 3	<u>Lesson 4</u> Children will create a design for their painting. It will be done in layers. Look at resources sheet to support children with their design. Layer 1 – The sky! Will their sky be one colour or a graduation of colours? Will it be dark or light? Layer 2 – Which leaves and plants are they going to paint over their sky? Layer 3 – Which animal or animals are they going to include? This can be draw on a separate page and the stuck on later on. Optional 4th layer – Include a few plants in the foreground. Children could do this with oil pastels or tissue paper.
Designing and Planning	
	<u>Lesson 5</u> Children will create their paintings based on their designs. Get children to consider which paint brushes will be best to use when painting their design.
Making and presenting artwork	
	<u>Lesson 6</u> Complete art and evaluate each other’s work.

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for Art and Design. The most relevant statements for Art and Design are taken from the following areas of learning:

- Physical Development
- Expressive Arts and Design.

Three and Four-Year-Olds	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.
	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.
	Understanding the World	• Explore how things work.
	Expressive Arts and Design	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Reception	Physical Development	• Progress towards a more fluent style of moving, with developing control and grace. • 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.
	Expressive Arts and Design	• 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	• Use a range of small tools, including scissors, paintbrushes and cutlery.
	Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

Prior Learning and Assessment in Design Technology

Prior Learning

It is usual for any person embarking upon a journey to have a map. Across all of our curriculum units at St Cleopas, children use a concept map to record their learning and discoveries as they journey through. This question and concept map is a key tool for assessment, linking lesson content, questions and outcomes within units. They provide strong evidence of knowledge and understanding of prior knowledge, allowing children to reflect on previously taught content and make connections and comparisons. It also serves as a post-assessment task, clearly showing the progress in knowledge and skills gained across a taught unit.

Assessment

Teachers assess learning in Art and Design at the end of each unit against the relevant statements from The National Curriculum. Teachers must plan and carry out lessons that give children opportunities to meet or exceed the expected learning objectives for each unit. Teachers will use a range of resources to make judgements such as Art sketchbooks, oral feedback and photographs and videos of children's explorations and finished pieces.

Marking

We will not mark the sketchbooks. Instead, verbal feedback should be given throughout the lesson. Children are to be given advice on how to improve. Wherever possible, examples will be shown to give students ideas and inspiration. Students will be expected to self-evaluate and peer assess throughout the topics.

Art and Design

Progression Map

End of Year EYFS Expectations

Expressive Arts and Design (Exploring and Using Media and Materials)
Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Physical Development (Moving and Handling)

Children handle equipment and tools effectively, including pencils for writing.

Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key Stage 1 National Curriculum Expectations

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.

Key Stage 2 National Curriculum Expectations

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;
- 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.

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

- 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.

	KS1	LKS2	UKS2
Exploring and Developing ideas	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. KS1 Art and Design National Curriculum To produce creative work, exploring their ideas and recording experiences. Children can: - 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	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. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas. Children can:	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. KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketchbooks to record their observations and use them to review and revisit ideas.

Drawing	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. KS1 Art and Design National Curriculum To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination. Children can: - 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..	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. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - 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.	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. KS2 Art and Design National Curriculum To become proficient in drawing techniques. To improve their mastery of art and design techniques, including drawing, with a range of materials. Children can: - 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.
	improve; e use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	- 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.	Children can: - 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.

Sculpture	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. KS1 Art and Design National Curriculum To become proficient in sculpting techniques. To use sculpture to develop and share their ideas, experiences and imagination. Children can: 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.	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. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: 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.	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. KS2 Art and Design National Curriculum To become proficient in sculpting techniques. To improve their mastery of art and design techniques, including sculpting with a range of materials. Children can: 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, trim, cast.
Collage	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. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can: 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.	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. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: i select colours and materials to create effect, giving reasons for their choices; j refine work as they go to ensure precision; k learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; l use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.	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. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – collage. Children can: 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	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. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – textiles. To develop a wide range of art and design techniques in using colour, pattern and texture. Children can: e show pattern by weaving; f use a dyeing technique to alter a textile's colour and pattern; g decorate textiles with glue or stitching, to add colour and detail; h 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.	Children develop their weaving and colouring fabric skills further. They are also introduced to the skill of stitching in Lower KS2. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: m select appropriate materials, giving reasons; n use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects; o develop skills in stitching, cutting and joining; p use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.	Children further develop their weaving, overlapping and layering techniques. They experiment with a range of fabrics including non-traditional fabrics. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – textiles. Children can: f experiment with a range of media by overlapping and layering in order to create texture, effect and colour; g add decoration to create effect; h use key vocabulary to demonstrate knowledge and understanding in this strand: colour, fabric, weave, pattern.
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Printing	Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges. KS1 Art and Design National Curriculum To become proficient in other art, craft and design techniques – printing. To develop a wide range of art and design techniques in using colour and texture. Children can: i copy an original print; j use a variety of materials, e.g. sponges, fruit, blocks; k demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; l use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	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. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: q use more than one colour to layer in a print; r replicate patterns from observations; s make printing blocks; t make repeated patterns with precision; u use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.	Children have more opportunities to make printing blocks and tiles. They now reflect on their choice of colour for prints and develop their accuracy with patterns. KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Children can: i design and create printing blocks/tiles; j develop techniques in mono, block and relief printing; k create and arrange accurate patterns; l use key vocabulary to demonstrate knowledge and understanding in this strand: Hapa-Zome, hammering, pattern, shape, tile, colour, arrange, collograph;
Artists	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. KS1 Art and Design National Curriculum 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. Children can: m describe the work of famous, notable artists and designers; n express an opinion on the work of famous, notable artists; o use inspiration from famous, notable artists to create their own work and compare; p use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, Kandinsky, Gaudi, Giuseppe Arcimboldo, William Morris and Henri Rousseau.	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. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: v use inspiration from famous artists to replicate a piece of work; w reflect upon their work inspired by a famous notable artist and the development of their art skills; x express an opinion on the work of famous, notable artists and refer to techniques and effect; y use key vocabulary to demonstrate knowledge and understanding in this strand: Paul Klee and Georgia O’Keefe.	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. KS2 Art and Design National Curriculum To learn about great artists, architects and designers in history. Children can: m give detailed observations about notable artists’, artisans’ and designers’ work; n offer facts about notable artists’, artisans’ and designers’ lives; o use key vocabulary to demonstrate knowledge and understanding in this strand: Freda Khalo, Klimt, Manga and Gaudi.

SEND and Inclusion

We teach art and design to all children, whatever their ability. Art and design helps provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. Wherever appropriate, work in art and design takes into account the targets set for individual children.

What does Greater Depth look like at St Cleopas?

In this document, there is a selection of criteria presented that staff need to aim to provide for children during Art and Design lessons. This will assist pupils in getting to greater depth or show that they are performing at greater depth.

A child's ability to skilfully apply their learning in more in-depth ways is called Mastery. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations to extend their learning. Mastery also enables children to work in ways which show a deeper understanding of a given task.

Creating the opportunity for greater depth in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. They are the pupils who show natural talent and are able to take an idea or a new skill and adapt it or develop it further independently.

This means that pupils working at Greater Depth will be able to:

- GD pupils will work independently
- GD pupils will research an art movement or artist in greater depth and adapt ideas and process into their own art
- GD pupils will display a higher level of technical skill with a broad range of tools and media and think of innovative ways to use this knowledge to enhance creativity and develop a style of their own
- When evaluating their work GD pupils are more analytical and work independently to assess and improve their art
- GD pupils have a greater breadth of knowledge about artists and key art movements and can explain, make judgements and offer personal opinions about works of art



“Every child is an artist.
The problem is how to
remain an artist
once we grow up”
- Pablo Picasso

How would a child's Mastery of Art and Design present itself?

- **Generating Ideas:** Showing greater complexity, research, observation, originality, perception, aspiration, creativity
- **Making:** Showing greater technique, skill, control, complexity, mastery, quality, judgement, creativity
- **Evaluating:** Showing greater judgement, autonomy, independence, perception, subtlety
- **Knowledge:** Showing greater breadth, contextual understanding, explanation, judgement

A report published by Ofsted in 2008 'Making a Mark: art, craft and design education' states:

- Where achievement was good or outstanding, pupils' strong understanding of how well they were doing was reinforced by regular use of sketchbooks to develop ideas, record observations, explore different media or evaluate their work.
- Risk-taking also contributed to the highest achievement.
- Exposure to original work created by other artists, craft makers and designers raised pupils' creative aspirations and accelerated their progress.
- Pupils' observations of creative work at first hand inspired them to record observations, explore techniques and develop ambitious ideas which were far in advance of their previous work.

Problems with judging Greater Depth in Art and Design

Art assessment should never be a judgement passed from teacher to pupil, it should be positive guidance for improvement. Art assessment should promote and improve learning and the most important aspect of the assessment process is creativity itself.

Paul Carney Arts, 2020

It is very difficult to assess Art and Design as work can not be judged as right or wrong as in other subjects. It is a personal journey and is not always about judging a finished piece. Pupils can grow and achieve in different ways that is not always evident in a finished piece. A continuing dialogue throughout the lesson, through discussion with the pupil and the teacher offering advice, will produce a much more in depth judgement of the work than just assessing the piece when it is finished. Students need to understand that it is perfectly normal to feel frustrated and yet be able to give themselves credit and move on. They should not only learn how to develop technique but also how to analyse their own work fairly and make good choices. Assessment should become a positive, healthy experience where pupils take creative decisions comfortably and learn from their mistakes.

A selection of examples of work taken from the books of children at St Andrew's, which staff have declared as 'Greater Depth'.

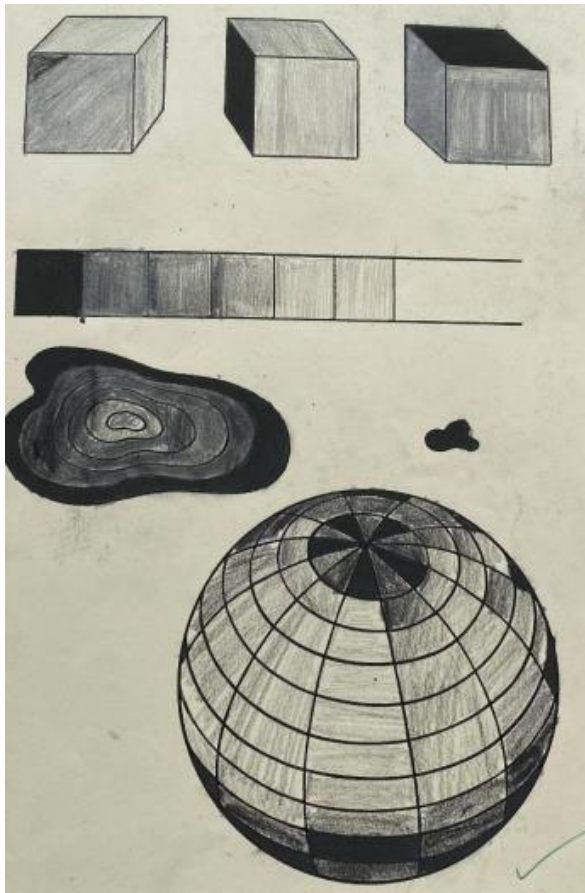
KS1



Lower KS1



Upper KS2



Art and Design across the curriculum

CROSS CURRICULAR LINKS

Contribution of art and design to teaching in other curriculum areas

Outdoor Learning

We use our rural setting to enhance our curriculum where possible. Outdoor learning brings the curriculum to life in meaningful ways. Children have the opportunity to use the outdoor materials to create natural artworks and to be inspired by the outdoors too.

English

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

Mathematics

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

Information and communication technology (ICT)

We use ICT to support art and design teaching when appropriate. Children use software to explore shape, colour and pattern in their work. Older children collect visual information to help them develop their ideas by using digital and video cameras to record their observations. Children use the internet to find out more about famous artists and designers.

Personal, social and health education (PSHE) and citizenship

Art and design contributes to the teaching of some elements of personal, social and health education and citizenship. The children discuss how they feel about their own work and the methods and approaches used by others. They have the opportunity to meet and talk with artists and other talented adults whilst undertaking their work.

Spiritual, moral, social and cultural development

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous artists, designers and craftspeople.

Resources

Twinkl

<https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/art-and-design>

<https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-art>

The Twinkl website interface shows a navigation bar with a search bar and various filters. The main content area is titled 'KS2 Art' and features a 'PlanIt Art Scheme of Work' section. This section includes a grid of links for 'UKS2', 'LKS2', and 'Subject Overview'. Below this, there is a 'KS2 Art' section with links for 'Sculpture', 'Crafts', 'Painting', 'Famous Artists', 'Art Mastery', 'An Introduction to Art Materials', 'Art Through the Decades', and 'Drawing'.

PlanBee

<https://planbee.com/collections/art>

The PlanBee website interface shows a navigation bar with a search bar and various filters. The main content area is titled 'Art' and features a 'Free Sample' section. This section includes a grid of links for 'Year 1 Art', 'Year 2 Art', 'Year 3 Art', 'Year 4 Art', 'Year 5 Art', and 'Year 6 Art'. Below this, there is a 'KS2 Art' section with links for 'Mark Making', 'Yayoi Kusama', and 'Henri Rousseau'. Each link is accompanied by a thumbnail image and a '5-lesson pack' label.

The Tate Gallery, London

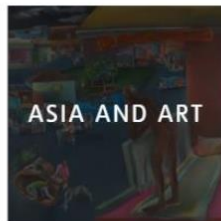
<https://www.tate.org.uk/art>

EXPLORE ART BY THEME



WELLBEING AND ART

Explore mindfulness through the art and artists within Tate's collection



ASIA AND ART

Discover art and ideas by artists working across the Asian continent



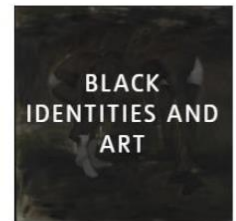
DISABILITY AND ART

Explore how artists have portrayed the range of human ability through their art



QUEER LIVES AND ART

Discover LGBTQ+ artists and the queer art



BLACK IDENTITIES AND ART

Discover Black art and artists in Tate's collection

MEET THE COLLECTION ARTISTS



LIST

Five Things to Know about Theaster Gates

Who is Theaster Gates? Meet the artist who revives cities and explores African-American history



TATESHOTS

Raqib Shaw: 'Taking craft to a crazy, romantic extreme'

The Indian-born, London-based artist's extraordinary paintings feature rich colours and intricate detail



TATE KIDS
WHO ARE THEY?

Who is Gillian Ayres?

Meet the artist who said her paintings were full of ice cream and seaweed!



INTERVIEW

Billie Zangewa: The Ultimate Act of Resistance is Self-Love

The artist welcomes us at her home in Johannesburg, South Africa

GET CREATIVE



Design a future city



Draw a Fairy Tale

Let's do some finger printing and create your favourite fairy tale characters



How to Paint a Flower like a Pre-Raphaelite

Follow Glory Samjolly's step-by-step guide to painting, including modern day tips and tricks



Go to Tate Paint



ARTISTS A-Z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Showing 1–100 of 4,285 results



[The National Gallery, London](#)

[A collection of old master paintings](#)

Teachers notes – scroll down to primary

<https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>



Most popular



Explore the collection

Activities for any painting, in any room and in any order

Learning notes, suitable for key stage 1, key stage 2, key stage 3, key stage 4, key stage 5 and early years foundation stage

[Download](#)



The Courtyard of a House in Delft

Pieter de Hooch

Background information about 'The Courtyard of a House in Delft' with suggestions on how to use the paintings in the classroom.

Learning notes, suitable for early years foundation stage, key stage 1, key stage 2, key stage 3 and key stage 4

[Download](#)



'Surprised!'

Henri Rousseau

Background information about 'Surprised!' with suggestions on how to use the paintings in the classroom.

Learning notes, suitable for early years foundation stage, key stage 1, key stage 2, key stage 3 and key stage 4

[Download](#)

[The Crafts Council](#)

[Organisation to support craft makers in the UK.](#)

They have a directory of makers that you can search to look for contemporary makers of specific disciplines.

<https://www.craftscouncil.org.uk/directory/>

EXPLORE THE DIRECTORY

THIS WEEK'S CRAFTS COUNCIL'S TOP MAKER PICKS



From thrown to hand-blown, rugs to trugs, Kent to Stoke-on-Trent and everything in between. Discover craft and makers across the UK on the Crafts Council Directory

Makers

Projects

All disciplines ▼

All materials ▼

All price levels ▼

Location

The Arts Council England

Digital Art Development Toolkit

<https://www.artscouncil.org.uk/publication/making-digital-work-toolkit>

MOMA New York

There are many links to background information on different art disciplines.

https://www.moma.org/learn/moma_learning/

MoMA

Membership ▼

Tickets

Visit Exhibitions and events Art and artists Store Q

A



Audio

Sound as recorded, transmitted, or reproduced. Could include or refer to the use of noise...



Automatism

Strategies of writing or creating art that aimed to access the unconscious mind. The Surrealists, in...



Avant-garde

French for "advanced guard," originally used to denote the vanguard of an army and first applied to...

B



Bauhaus



Ben-Day dots

Binder

The material that holds the pigment together in paint and creates uniform consistency. Binder is...

Watch the five top tips video

<https://www.moma.org/magazine/articles/255>

Search the collection to look for information on a specific artist

Filters

☒ Has image ☐ On view

Showing 73,964 out of 84,916 works online

