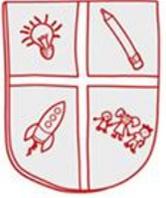


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ART & DESIGN INTENT



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Art and Design - Intent

At Barrow Primary School, we believe that pupils should master Art and Design through effective teaching of the key areas; making, generating ideas, formal elements, knowledge of artists and evaluation of their art. Children at Barrow Primary School are taught art and design through a progression of skills, building on their previous learning and ensuring progress is made. We encourage our pupils to enjoy and explore the work of different artists and to appreciate the enrichment that visual art brings to life.

Aims of the Art and Design Curriculum

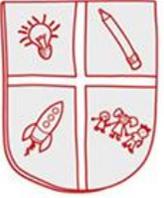
The national curriculum for art and design aims to ensure that all pupils:

- 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.

Our Art and Design curriculum allows children to create artwork through the use of formal elements. There is focus on the influence and exploration of great artists to inspire our pupils own artwork. Pupils are able to express their opinions of artwork with sophisticated use of language. By creating original artwork of their own, documenting their artwork in their sketchbooks and exploring other sources of inspiration for their own artwork, pupils can generate their own ideas of Art and Design. This ranges from, inspiration from other artists in year 2, to using literary sources to convey ideas through art in year 4. These key skills are built upon across the school to allow children to build on their prior learning and become more accomplished artists with a developed understanding of art.

- Making (drawing, colour, painting, materials, craft)
- Generating ideas (sketchbooks, inspiration, creating original artwork)
- Formal elements
- Knowledge of artists
- Evaluation

INTENT



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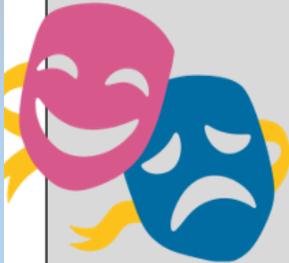
EYFS

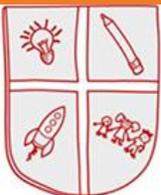


RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	DO COWS DRINK MILK? LETS CELEBRATE!	WILL YOU READ ME A STORY	ARE WE THERE YET?	MINIBEAST MADNESS!	UNDER THE SEA!
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom</i></p> <p><i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Join in with songs</p> <p>beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a pet</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Drama conventions through literacy</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: tiger skin</p> <p>Drama conventions through literacy</p> <p>I can use various construction materials: making a goat for the Billy Goats Gruff</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage chick)</p> <p>Andy Goldsworthy natural art</p> <p>Drama conventions through literacy</p>	<p>Collage-<u>minibeasts</u> / Making houses. Pastel drawings, Life cycles,</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Create collaboratively: making 3d ladybird shells: <u>paper mache</u>: working in pairs</p> <p>Drama conventions through literacy</p> <p>Weaving spider webs</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Drama conventions through literacy</p>

MENT





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EYFS

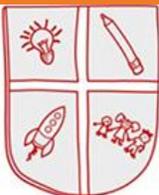
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Art and Design – EYFS – KS1

	ELG 16 Creating with Materials	How this is achieved in EYFS	Art and Design KS1
	<ul style="list-style-type: none">• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.• Share their creations, explaining the process they have used.	<ul style="list-style-type: none">• Drawing self-portraits• Drawing and painting pictures of their family.• Transient art – Art without Glue using a variety of resources both natural and man-made. Inspired by Autumn, and faces.• <u>Art work</u> inspired by books –Handa's Surprise, Making Faces etc.• Creating art inspired by famous Artist, e.g Andy Goldsworthy / Vincent Van Gogh, Paul Klee• Designing and creating a house for an animal. Adapting work where necessary.• Child-led activities – Making kites.• Leaf man link – Creating their own pictures using Autumn leaves.• Exploring a range of media throughout the year – pens, pencils, crayons, pastels, poster paint, watercolours, <u>modrock</u>, clay, wool, material etc....• Outdoor art using a range of mark making materials such as paint rollers and different sized brushes on a large scale.• Creation Station - enables children to self-select resources that they need / want to test out including masking tape and glue to join.	<ul style="list-style-type: none">• To use a range of materials creatively to design and make product.• 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.• Explore 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

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Learning in EYFS: What Art Subject Leaders Need to Know

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 aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for art within the national curriculum. 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.

The most relevant statements for art are taken from the following areas of learning:

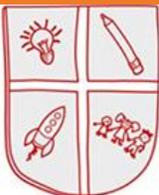
- Physical Development
- Expressive Arts and Design

Art		
Three and Four-Year-Olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Choose the right resources to carry out their own plan. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour mixing.
Reception	Physical Development	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills.

ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.

EYFS

DEVELOPMENT



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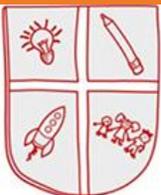
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Core Content

CUSP Art and Design – Core Content

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 	Textiles (pattern and texture) 	3D (form and shape) 	Collage (texture) 
Year 1	Block A Explore materials and tools for mark making.	Block B Explore mark making with paint, using primary colours.	Block C Explore resist and relief block printing, negative stencils and clay slabs.	Block D Explore weaving with natural and man made materials. Explore wrap, tie, knot and peg techniques for fabric dyeing.	Block E Use natural and man made materials. Create plaster casts from clay impressions.	Block F Explore the visual and tactile qualities of natural and man made objects.
Year 2	Block A Evoke mood and represent movement through mark making.	Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours	Block C Create repeated patterns with positive and negative space. Use natural objects as stimulus.	Block D (Textiles & Collage)  Explore dip dye technique. Use relief and block printing techniques on fabric. Create large scale work focusing on line, colour and shape.	Block E Explore aboriginal art. Combine different colours of clay.	
Year 3	Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito.		Block B Create monoprints and explore mark making and pattern with printing tools.	Block C (Textiles & Collage)  Explore pattern and colour combinations. Use collograph and plasticine blocks and tie dye. Explore positive and negative space. Explore line and shape and create paper collage.	Block D Create coil pots using clay.	
Year 4	Block A Create contour drawings using still life and natural forms as stimulus.	Block B Learn about abstract art and develop colour mixing skills to include tertiary colours.	Block C Create monoprint and press prints on fabric and make collages. Create repeated patterns by flipping and rotating images. Use tie dye, knotting and wrapping techniques.		Block D Create wire structures, focusing on line and form. Combine 3D materials. Combine a range of techniques such as overlapping and layering.	
Year 5	Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes.		Block B Create three colour prints and combine printing techniques	Block C (Textiles & Collage)  Create wall hangings using layered collage and weaving techniques. Use natural forms as a starting point for artwork.	Block D Create slab pots and learn techniques to join and seal clay sections. Create tissue paper bowls.	
Year 6	Block A Combine techniques to create abstract image. Learn about surrealism and portraiture.	Block B (Painting & Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements.	Block C Use drawings as a starting point for textiles work. Explore batik technique. Draw and paint on fabric surfaces.		Block D Explore shape, form and colour and explore the effect of heat to create Chihuly-style 'glass'. Explore the combining of wire and recycled materials.	

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Core Content

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Core Content and Expectations - Autumn Term

Spring and Summer terms will be added shortly

Core Content	Drawing (line and texture) 	Painting (colour and tone) 	Printmaking (line and pattern) 
Year 1	<p>Block A Explore materials and tools for mark making. Know marks can be made using a variety of drawing tools Be able to select appropriate tools to make a range of marks</p>	<p>Block B Explore mark making with paint, using primary colours. Know that paint can be used to create marks and know the names of the primary colours Be able to make thick and thin marks and identify shades of primary colours</p>	
Year 2	<p>Block A Evoke mood and represent movement through mark making. Know that the surface drawn on will create different effects Be able to use a range of mark makers to create a variety of effects, depending on the surface they are placed on</p>	<p>Block B Explore line, colour and shape, make own painting tools and develop colour mixing skills to include secondary colours. Know that colour and line can be used to show mood, movement and feelings Be able to select colours and painting tools and make painted marks to express feelings</p>	
Year 3	<p>Block A Combine drawing and resist to explore colour, line and shape. Create tints and learn painting techniques of tonking and sgraffito. Know that there are lines and patterns in natural objects and that a range of effects can be made with paint Be able to identify lines and patterns in nature and use</p>		<p>Block B Create monoprints and explore mark making and pattern with printing tools. Know how to use a printing slab and roller Know how to create different printing blocks</p>
Year 4	<p>Block A Create contour drawings using still life and natural forms as stimulus. Know what is meant by still life Know how to identify details Know how to use a viewfinder to create a focal point or an area of interest Be able to assemble objects to create an interesting composition Be able to use a viewfinder and use fine control to add detail</p>	<p>Block B Learn about abstract art and develop colour mixing skills to include tertiary colours. Know similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to make comparisons and form opinions Be able to create an abstract painting of a natural object</p>	
Year 5	<p>Block A Learn about and use the technique of subtractive drawing. Use organic lines to create landscapes. Know what is meant by 'subtractive drawing' and 'abstract' Know that lines can be used to suggest harmony Be able to combine drawing techniques to achieve desired effects Be able to transfer and enlarge an image and work in the style of an artist</p>		<p>Block B Create three colour prints and combine printing techniques. Know that reduction is a method of block printing where part of the block is removed and each colour is printed on top of the last Be able to create reduction prints and explain and record the process</p>
Year 6	<p>Block A Combine techniques to create abstract image. Learn about surrealism and portraiture. Know about the different elements of art and design Be able to work artistically using: shape, line, form, texture, colour, value and space</p>	<p>Block B (Painting and Collage)  Create still life compositions by combining different media and in response to cubist work. Adapt and refine ideas and techniques and respond to different styles of artists and art movements. Know that observation of still life can be responded to through a combination of different media and styles Be able to create a still life using a variety of colours, textures and materials, including paint</p>	