



Curriculum Intent 2019/20

Art and Design

Principles

Art is given a high profile at Loughton Manor First School. It is not only valued as an imaginative and creative subject but is one of the key ways in which we provide children with stimulating experiences that enable them to understand and respond to the world. The opportunities given to the children will provide them with the means to confidently explore art and develop a critical appreciation of arts, crafts and design into adulthood. In developing this broad understanding and appreciation of the possibilities that the creative arts hold, children are able to think independently about their creations and make confident and informed decisions around media, materials and skills. We regard art to be a valuable force for enriching pupils' wellbeing, work and attitudes, offering multiple benefits across the whole curriculum and beyond.

We offer a broad introduction to a wide variety of core skills, enabling children to identify as artists from a young age. Children are taught to understand and value the importance of process art and given the opportunity to explore texture, colour, line, shape, form and space in an independent context. By reworking original ideas children realise the full potential of their creative ability. Throughout their time at Loughton Manor the children will be exposed to a range of work by contemporary and traditional artists in order to develop their knowledge.

By the time children leave Loughton Manor First School at the age of seven, they will be able to apply different art and design techniques confidently, allowing them to develop and share their ideas, experiences and imagination. We offer opportunities for children to explore a range of art styles and genres in 2D and 3D.

By the time children leave Loughton Manor First School at the age of seven, they will have explored a variety of media and developed a range of skills. Children will:

- use a range of materials creatively to design and make products.
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- know 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.
- have ideas about and express opinions on a range of artists' work.
- explore colour mixing, texture and mixing different media.
- begin to adapt work where necessary.



Progression in Skills and Understanding

Colour		
<u>Key vocabulary:</u> Primary, secondary, changing, mixing, blending		
FS	Year 1	Year 2
Know primary and secondary colour names. Explore the use of colour in their own work and how colour can be changed.	As before + Mix primary colours to create secondary colours. Choosing relevant colours for a purpose.	As before + Know how to mix a given colour.
Drawing		
<u>Key vocabulary:</u> looking/observing, line, shape, colour, pattern, pencils, pastels, pens, tone, chalk, light, dark, pressure, pencil grades, rubbers, background, foreground, detail,		
Foundation Stage	Year 1	Year 2
Investigate marks and represent their observations. Draw using a range of mark making implements. Use fine and gross motor skills to enable them to make a range of marks in varying sizes. Use lines to enclose a space and then begin to use these shapes to represent objects.	As before + Can draw carefully in line from observation, recording shapes and positioning, marks/features with some care. Use a range of media/mark making implements with greater control. Use fine and gross motor skills with greater control.	As before + Explore tone using different grades of pencil, pastel and chalk. Can make line and shape drawings from observation adding light/dark tone, colour.
Painting		
<u>Key vocabulary:</u> mixing, poster paint, water colour, brush, brush strokes, sponge, fingers, hand, rollers		
Foundation Stage	Year 1	Year 2
Explore how paint can be manipulated to create a range of effects/textures e.g. finger painting, water colour, different brushes, powder paint, ready mix.	As before + To begin to choose appropriate painting materials for a planned or desired effect (e.g. background). To carefully select different brushes (thick/thin) and use other tools with greater control e.g. understanding how to correctly hold a brush, how much pressure to apply etc.	As before + Can investigate, experiment, mix and apply colour for a purpose.
3D work		
<u>Key vocabulary:</u> Form, shape, cut, mould, model, soft, hard, join, shapes, sculpt, smooth, rough, texture, 3D, pliable.		
Foundation Stage	Year 1	Year 2
To explore and manipulate 3D materials such as playdough, clay and found objects to represent something known.	As before + Can model in malleable materials, controlling form to assemble basic shapes or forms.	As before + Construct with a purpose in mind to create and make 3D products and art work.

To use a range of materials to construct models with a purpose in mind. To use simple tools and techniques competently and appropriately e.g. cutting, joining materials, etc.	Construct with a purpose in mind using a variety of 3D resources, thinking carefully about the shapes that they want to create and how to manipulate materials successfully. To use simple tools and techniques to enable them to model with developing independence and competency.	
Printing		
<u>Key vocabulary:</u> Ink, pressure, repeated print, random, mono print, printing, patterns, texture, quality		
<i>FS</i>	<i>Year 1</i>	<i>Year 2</i>
Can apply paint to a surface to experiment with printing and improving the quality and placement of the print (hands, feet, objects and found materials).	Can explore and create patterns and textures with a range of found materials.	Can mono print by marking into an ink block, controlling line and tone, using tools or pressure. Can repeat a pattern randomly or tiled on a grid with a range of blocks.
Collage		
<u>Key vocabulary:</u> Cutting, tearing, snipping, materials, accurate, content, shape, smooth, rough, layer		
<i>FS</i>	<i>Year 1</i>	<i>Year 2</i>
Using and manipulating scissors to cut paper. Can make snips and cut paper. Learning to use glue sticks and spreaders to join materials.	Can select with thought, different materials from a selection of resources considering content, shape and texture.	Can select and modify by cutting and tearing before adding other marks and colour to represent an idea.
Artists, craft makers and designers		
<u>Key Vocabulary:</u> artist, illustrator, craft maker, designer, opinion, gallery, creative arts, differences		
<i>Foundation Stage</i>	<i>Year 1</i>	<i>Year 2</i>
To know what an artist, illustrator, craft maker and designer is. To look at the work of artists, craft makers, designers and illustrators and begin to respond to it. To participate in a whole school expressive arts week based on Take One Picture (see National Gallery).	As before + To make links between work produced by artists and their own work. To begin to express opinions on the art work they explore.	As before + Express opinions confidently. Verbally and creatively express their responses to different artwork.

Implementation

Key implementation principles are:

- An immersive art experience once a year via the 'Take One Picture' expressive arts week,

- To hold an exhibition of children's work (from 'Take One Picture') every other year to celebrate and raise the profile of art in our school,
- Cross-curricular opportunities to develop art skills in line with other areas of interest across the curriculum,
- To, wherever possible, encourage children to explore the work of artists, craft makers and designers support them to make links between their work and that of others,
- Children at Loughton Manor First School are given opportunities to work in an exploratory way and respond individually when creating art work.

Differentiation and Inclusion

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed.

Opportunities for children to lead and develop ideas will contribute to the extension for more able children.

Teachers' should plan lessons and activities that incorporate scope for elaboration, demonstration, leading, independent work etc for children who demonstrate strength in art.

Assessment

Assessment in Art is light touch, and almost all via observation, either by the teacher leading, or by supporting teaching assistant. It is this observation that will inform differentiation.