

# Art and Design



## Vision for Art and Design

### Context

We are a very small Church of England school set in rural Northumberland. We have one of the largest catchment areas in England. Children also come to us from out of catchment, meaning that our intake includes children from towns, villages and the outlying farming areas. This can lead to long journeys, often including school transport. It also means the children come to us with a wide variety of experiences of, and attitudes to, art and design. A significant portion of our children not only struggle with internet access, they do not have mains electricity and are socially isolated.

### Aims

At Harbottle C of E First School our vision is that Art and Design has the capacity to allow children of all ages and abilities to communicate and experiment in a creative manner. Art and Design is a vehicle through which children can express themselves and this helps to stimulate imagination and inventiveness. We also use Art and Design as a medium for the celebration of culture and diversity which offers a rich platform from which children can learn about a range of perspectives. Children are given opportunities to develop their understanding of a range of artists, designers and craft makers and understand the historical and cultural development of their art forms and their impact on culture and history.

We aim to:

- Celebrate individuality within art and design.
- Provide our children with a broad variety of art and design skills and tools so that children believe that art is for all and learn that everyone is an artist in their own right because there are so many different mediums and techniques to discover and explore.
- Encourage the children to become self-reflective and resilient by engaging in open discussion and reflection during 5-10 minute art appreciation slots.
- Develop art so that it is appreciated as a form of communication and a way to express what the children see, feel and think.
- Celebrate experimentation of ideas, use of colour, texture, form, pattern and different materials and processes, therefore enabling our children to continue to develop and secure their skill base and become proficient in drawing, painting, sculpture and other art, craft and design techniques.

At Harbottle C of E First School, individuality within art and design is celebrated and children become more resilient and self-reflective as they engage in discussions and feedback from staff and their peers.

Art and Design are extremely valued at Harbottle C of E Primary School. Students will be encouraged to use their skills to create their own independent works of art, craft and design. In order to achieve their best potential the students will have access to a range of good quality resources that will support each topic and enable a confident approach. We aim to provide the opportunity to develop a deeper understanding of art and design by exploring various artists, craft makers and designers.

## Implementation

We hold whole school art and design sessions on Friday afternoons, where older children provide their insights and experience to the younger children. The younger children in turn can share their creativity and imagination with the older children. We enjoy learning through different mediums and all about different artists together. All art is valued and the children have the opportunity to assess their work at the end of each session, during a 5-10 minute art appreciation and reflection activity.

### Time allocation

A lesson of 75 minutes each week, for three half terms every year, is dedicated exclusively to art and design, through the use of our topic units (see below).

Art and design and its ability to help children express themselves is extremely valued at our school. Therefore, in addition to our art units, art is consistently incorporated into other subjects.

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
-----------------------------------	--	--

<p>Study great artists and retrieve information. Appraise images describing their likes/dislikes. Imitate drawings using similar colours/shapes.</p> <p>To independently complete mark making. Purposefully choose colours or techniques. Start to use tools, materials and simple actions to produce a piece of work. Know that drawings have a meaning Create simple representations of events, people and objects.</p> <p>Explore what happens when colours are mixed. Choose particular colours for purpose.</p> <p>Explore materials, describing how they feel and look. Choose tools and materials which are appropriate to the activity.</p> <p>Make marks intentionally on a surface with fingers or tools. Imitate the use of tools, materials and simple actions. Practise new skills with less support, developing knowledge of the process.</p> <p>Know that sculptures have meanings. Intentionally represent or symbolise an object or an emotion in either 2D or 3D work.</p> <p>Create and apply familiar techniques to a task.</p>	<p>KS1 National Curriculum Attainment Targets:</p> <p>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.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Look at 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.</p>	<p>KS2 National Curriculum Attainment Targets:</p> <p>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.</p> <p>Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Learn about great artists, architects and designers in history.</p>
---	--	--

## Art and Design Framework

### Key Stage 1

#### KS1 Art National Curriculum

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.

Theme	National curriculum links	Techniques and skills Drawing, Painting, Sculpture, Collage, Printing, Textiles	Exploring and developing ideas	Know about great artists, craft makers and designers, and understand the historical and cultural forms of development of their art forms	Key Vocabulary
<b>Portraits</b> <i>Explore the work of different artists such as Picasso, Da Vinci, Paul Klee</i> <i>Use a variety of techniques to discover that portraits are not just drawing in pencil.</i>	<b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b>	<p>Drawing - draw lines of varying thickness; use dots and lines to demonstrate pattern and texture; use different materials to draw, for example pastels, chalk, felt tips</p> <p>Painting using watercolour , watercolour wash, sweep, dab, Collage</p> <p>use a combination of materials that have been cut, torn and glued; sort and arrange materials; add texture by mixing materials; use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Build up resilience to getting things wrong and trying again.</p> <p>practise and share their learning and skills with others, receive and offer feedback to improve.</p> <p>Produce creative work, exploring their ideas and recording experiences.</p> <p>respond positively to ideas and starting points; explore ideas and collect information; describe differences and similarities and make links to their own work</p> <p>try different materials and methods to improve; use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol</p> <p>Frieda Kahlo</p>	<p>Observational drawing</p> <p>Realism</p> <p>Abstract</p> <p>Watercolour</p> <p>Pop art</p> <p>Collage</p> <p>Line drawing</p>
<b>Colour Chaos</b> <i>Understand the concept of the Primary colours and what happens when they are mixed.</i>	<b>To use drawing, painting to develop and share their ideas, experiences and imagination</b>	<p>Paint - Name the primary colours. Predict which secondary colour will be made when mixing two primary colours</p> <p>Be able to make tints using white</p>	<p>Build up resilience to getting things wrong and trying again.</p> <p>practise and share their learning and skills with others, receive and offer feedback to improve.</p>	<p>Look at works of:</p> <p>Mondrian</p> <p>Rothko</p> <p>Klee</p> <p>Pollock</p> <p>Kandinsky</p>	<p>Sculpture</p> <p>Recycled</p> <p>Figurative</p> <p>Abstract</p> <p>Installation</p> <p>Geometric</p>

Explore work of Mondrian, Rothko, Klee, Pollock and Kandinsky		paint and tones using black paint. Mix colours well to create different shades and tones.		Discover how they used colour so effectively.	
<b>Nature Arts and Crafts</b> <i>Explore the work of Andy Goldsworthy and other environmental artists. Land art, 'big build' nature sculpture, observational drawing using charcoal as a natural resource, collages.</i>	to use a range of materials creatively to design and make products. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Observational drawing using charcoal as a natural resource. Land art sculpture  draw lines of varying thickness;  use dots and lines to demonstrate pattern and texture;  use different materials to draw, for example pastels, chalk, felt tips;	Build up resilience to getting things wrong and trying again. practise and share their learning and skills with others, receive and offer feedback to improve.	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.	Land art Structure Environment Natural resources
<b>Cityscapes and Landscapes</b> <i>bright colours and bold brushstrokes used by the Impressionists Claude Monet, Vincent van Gogh, and Jean Metzinger</i>	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.	Painting  name the primary and secondary colours;  experiment with different brushes (including brushstrokes) and other painting tools;  mix primary colours to make secondary colours;  add white and black to alter tints and shades; use key vocabulary to demonstrate knowledge and understanding in this strand: acrylic paint.	Build up resilience to getting things wrong and trying again. practise and share their learning and skills with others, receive and offer feedback to improve.  Express a preference regarding the styles of the different artist and have an opinion about which medium they prefer to use.	similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day.	primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke,
<b>African Art</b> <i>Textiles Colours and patterns African sunsets Tribal masks Jewellery Patterns</i>	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	show pattern by weaving; use a dyeing technique to alter a textile's colour and pattern; decorate textiles with glue or stitching, to add colour and detail; use key vocabulary to demonstrate knowledge and understanding in this strand:	Build up resilience to getting things wrong and trying again. practise and share their learning and skills with others, receive and offer feedback to improve. Compare similarities and differences to previous art unit. How is African print different? Could the sunset paintings be	Look at work of the South African artist Ester Mahlangu Look and recreate jewellery in the style of The Masai	Pattern Bold Craft Tribal textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, wax, resist, ink, apply,

			described as landscapes?		set.
Joan Miro <i>Spanish Catalan artist, Joan Miró, Magical Realist paintings Exploring printmaking with lots of different objects and materials to illustrate a nonsense alphabet. Miró's Surrealist paintings and sculptures,</i>	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	Printmaking copy an original print; use a variety of materials, e.g. sponges, fruit, blocks; demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing; Illustration Talk about the colours, shapes, and marks Sculpture Use materials and tools effectively, such as using sculpting tools to add detail to a sculpture.	Build up resilience to getting things wrong and trying again. practise and share their learning and skills with others, receive and offer feedback to improve.  Identify at least one way in which their work is similar to Joan Miró's and one way in which it is different.	In depth study of Joan Miro	Realism Surrealism Printmaking Imagination Sculpture Colour Bold Shapes Lines

## Lower Key Stage 2

### Lower Key Stage 2 National Curriculum

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.

		<b>Techniques and skills</b> <b>Drawing, Painting, Sculpture, Collage, Printing, Textiles</b>	<b>Exploring and developing ideas</b>	<b>Know about great artists, craft makers and designers, and understand the historical and cultural forms of development of their art forms</b>	Key Vocabulary
Autumn	<i>To learn about great artists, architects and</i>	Print using Quickprint tiles.	Children start collecting and developing ideas using	Jackson Pollock, John Constable, Thomas Cole and Claude Monet.	line, pattern, texture, form, record, detail,

	<i>designers in history in the context of Jackson Pollock, John Constable, Thomas Cole and Claude Monet.</i>	<p>Show colours in their drawing or printing.</p> <p>Mix and select appropriate colours.</p> <p>Draw observational details based on the leaf in front of them.</p> <p>Paint an image that resembles details on a vegetable skin.</p> <p>Combine different types of materials to create a collage.</p> <p>Draw patterns based on their own observations.</p>	<p>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.</p>	Henri Matisse and Cezanne	<p>question, observe, refine.</p> <p>line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles, inking rollers.</p> <p>texture, shape, form, pattern, mosaic.</p>
Fruit and Vegetables	To learn about great artists, architects and designers in history, exploring the theme of fruit and vegetables.	<p>Produce an observational drawing in charcoal. Demonstrate awareness of the direction of light in drawings through shading.</p> <p>Produce detailed drawings from observations and photographs.</p> <p>Mix colours to show the direction of light in their artwork.</p> <p>Roll clay. Use clay tools to make marks. Create sculptures from observation and imagination.</p> <p>Draw a design on textiles. Paint an image of a fruit or vegetable Mix and select colours.</p>	<p>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.</p>	Caravaggio, Carl Warner Michael Brennand Wood	<p>rectangular, concrete, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form,</p> <p>light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline</p>
Insects	Use pencil, colour, mosaic design, puppet making and sculpture to create quality artwork Explore the work of a range of 'Insect'	<p>Produce an observational drawing. • Show colours - Oil pastels</p> <p>Draw details carefully. Design a mosaic. Make a puppet. Make a 3D model.</p>	<p>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</p>	Louise Bourgeois Jennifer Angus	Mosaic, Sculpture

	artists.	Finish a 3D model.	with others, giving and receiving feedback to improve.		
British Artists	'British Art' unit how to use a range of media for making portraits: how to make The children will also have the opportunity to explore the work of British artists.	'sensory' boxes, create abstract 'cut ups', tell stories in pictures and write memory postcards	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.	Thomas Gainsborough, Lucian Freud, Howard Hodgkin, Anish Kapoor, Paula Rego and Sonia Boyce.	Sensory Abstract Portrait Media
European Art and Artists			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.		
Bodies			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.		

## Impact

Children can talk positively about their experiences of art. They can discuss different artists and styles.