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Art & Design Curriculum Intent



Curriculum Intent:

School Curriculum Intent:

As a values-led school, our curriculum is underpinned by Care, Challenge & Achieve. It is through these values that we develop the whole child. It is our intent that children leave St Luke's ready to move forward in their learning, kind, resilient, filled with a confidence to live well in society and prepared to deal effectively with the challenges that the modern world presents as well equipped digital and global citizens.

Subject Intent:

It is our intent that children will study and understand significant artists and artwork which will enable them to respond in a range of media. Through a child's artistic journey at St Luke's, they will learn from a variety of cultures and artistic experiences to develop their individual creativity, which will inspire them to express themselves, using their imagination, initiative and original ideas. They will become confident drawers, painters, sculptors, craft makers and digital designers.

Essential Characteristics in Art & Design:

- The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

Curriculum Concepts:

Develop ideas:

This concept involves understanding how ideas develop through an artistic process.

Master various artistic techniques and skills.

This concept involves developing a skill set so that ideas may be communicated in a variety of forms.

Take inspiration from the greats.

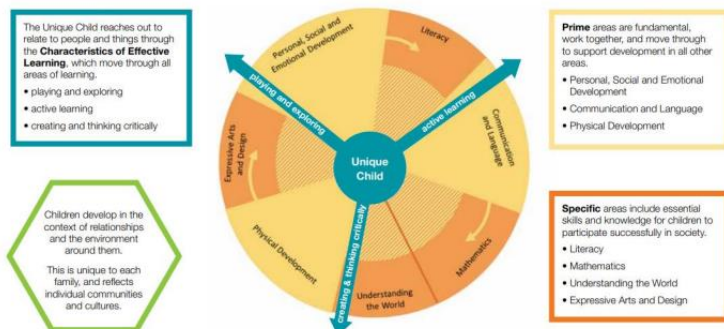
This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.



Art & Design in the Early Years

Developing early Art & Design skills

Developing Early Subject Skills – EYFS info



Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of Art & Design in our EYFS:

ELG: 16: Expressive Arts and Design: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG 7: Communication and language: Fine Motor Skills

Children at the expected level of development will:

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, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.



Art & Design and the Jersey Curriculum

Science Specific Implementation/development of a programme of study

Jersey Curriculum

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

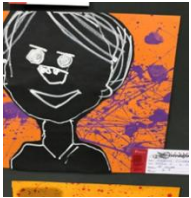

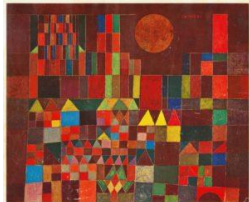















	Autumn	Spring	Summer
Year 1	<p>Sketchbooks: To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use sketchbooks throughout the year to record rough ideas and experiments</p>		
	<p>Colour: Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Line: Use, express and experiment with line for purpose, then use appropriate language to describe lines.</p>	<p>Craft, design, materials and Techniques: Learn a range of materials and techniques such as clay-etching, printing and collage.</p>	<p>Painting: Develop skill and control when painting. Paint with expression. Texture: Use materials to create textures.</p>
	<p>Pattern: Understand patterns in nature, design and make patterns in a range of materials.</p>	<p>Drawing: Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p>	<p>Form: Learn about form and space through making sculptures and developing language.</p>















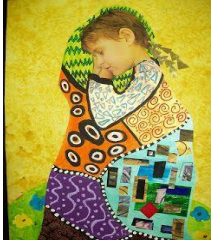



	Shape: Identify, describe and use shape for purpose.	Tone: Understand what tone is and how to apply this to their own work.	
Year 2	Sketchbooks: To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials. Use sketchbooks throughout the year to record rough ideas and experiments		
	Colour: Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections. Line: Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Craft, design, materials and Techniques: Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay. Shape: Compose geometric designs by adapting the work of other artists to suit their own ideas. Texture: Identify and describe different textures. Select and use appropriate materials to create textures	Painting: Further improve skill and control when painting. Paint with creativity and expression.
	Pattern: Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Drawing: Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials. Tone: Experiment with pencils to create tone. Use tone to create form when drawing.	Form: Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.
Year 3	Sketchbooks: To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Use sketchbooks throughout the year to record rough ideas and experiments		
	Colour: Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Craft, design, materials and Techniques: Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Pattern: Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern.	Painting: Increase skill and control when painting. Apply greater expression and creativity to own paintings.
	Line: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Drawing: Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Texture: Analyse and describe texture within artists' work. Tone: Develop skill and control when using tone. Learn and	Form: Further develop their ability to describe 3D form in a range of materials, including drawing. Shape: Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials.

		use simple shading rules.	
Year 4	Sketchbooks: Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique. Use sketchbooks throughout the year to record rough ideas and experiments		
	Colour: Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Craft, design, materials and Techniques: Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work. Shape: Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Painting: Develop skill and control when painting. Paint with expression. Analyse painting by artists. Tone: Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.
	Line: Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work Texture: Use a range of materials to express complex textures.	Drawing: Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Pattern: Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Form: Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.
Year 5	Sketchbooks: Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Use sketchbooks throughout the year to record rough ideas and experiments		
	Colour: Select and mix more complex colours to depict thoughts and feelings.	Drawing: Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Tone: Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Painting: Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression.
	Line: Extend and develop a greater understanding of applying expression when using line. Shape: Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape.	Craft, design, materials and Techniques: Create mixed media art using found and reclaimed materials. Select materials for a purpose. Pattern: Construct patterns through various methods to develop their understanding.	Form: Further extend their ability to describe and model form in 3D using a range of materials. Texture: Develop understanding of texture through practical making activities.

Year 6	<p>Sketchbooks: Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks. Use sketchbooks throughout the year to record rough ideas and experiments</p>		
	<p>Line: Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.</p>	<p>Craft, design, materials and Techniques: Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</p> <p>Texture: Understand how artists manipulate materials to create texture.</p>	<p>Painting: Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</p> <p>Pattern: Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.</p>
	<p>Colour: Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters</p>	<p>Drawing: Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</p> <p>Shape: Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work</p> <p>Tone: Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.</p>	<p>Form: Express and articulate a personal message through sculpture. Analyse and study artists' use of form.</p>



	Autumn		Spring		Summer	
Year 1	 <p>Printing and free style using chalk pens.</p>	 <p>Winter Trees - Water colours on cartridge paper with collage effect.</p>	 <p>Collage - Artist: Paul Klee Outcome: Collage of an aspect of school</p>	 <p>Drawing and Sketching Artist: Arnold Machin</p>	 <p>Painting and Printing - floral Artist: William Morris</p>	 <p>DT week – Research, Plan, Do, Review, model Puppets</p>
Year 2	 <p>Free style using mixed poster paints from primary colours mainly.</p>	 <p>Cartridge paper (damp and ink background)</p>	 <p>Collage - Artist: Katsushika Hokusai – The Great Wave Outcome: Sea pictures</p>	 <p>Drawing and Sketching Artist: Van Gough</p>	 <p>Painting and Printing Artist: Andy Warhol</p>	 <p>DT week – Research, Plan, Do, Review, model Making a moving book</p>
Year 3	 <p>Free style using mixed poster paints from primary colours mainly.</p>	 <p>Building up a paint effect and creating a silhouette.</p>	 <p>Collage Artist: Bridget Riley</p>	 <p>Drawing and Sketching Artist: Banksy</p>	 <p>Painting and Printing Map of Jersey Artist: Michael Tompsell</p>	 <p>DT week – Research, Plan, Do, Review, model Design and make a cushion</p>

<p>Year 4</p>	 <p>Colour /water mixing. Blow painting Free style drawing/colouring</p>	 <p>Black card (background) Collage trees using damp cartridge paper and inks</p>	 <p>Collage Artist: Kadinsky</p>	 <p>Drawing and Sketching Artist: Quintin Blake</p>	 <p>Painting and Printing Artist: Roy Lichtenstein – Pop art</p>	 <p>DT week – Research, Plan, Do, Review, model Making a slingshot car</p>
<p>Year 5</p>	 <p>Pop art background layered on self-portrait using pencil crayons etc</p>	 <p>Chalk pastels (Black sugar paper)</p>	 <p>Drawing and Sketching Artist: Georgia O'Keeffe</p>	 <p>Collage Artist: Kurt Schwitters</p>	 <p>Painting and Printing Artist: Claude Monet</p>	 <p>DT week – Research, Plan, Do, Review, model Bridge Building</p>
<p>Year 6</p>	 <p>Clay TBC</p>	 <p>(Black sugar paper) Chalk pastels</p>	 <p>Collage Artist: Gustav Klimt</p>	 <p>Drawing and Sketching Artist: Henry Moore</p>	 <p>Painting and Printing Artist: Pablo Picasso</p>	 <p>DT week – Research, Plan, Do, Review, model Diorama – with gears/moving parts/lights</p>



Approaches to Teaching and Learning in Art & Design

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. The study of each artist/style/movement in sufficient depth to obtain genuine insights as to how they have influenced and contributed to art and design through history and today.
- The use of sketchbooks to record, explore, practice, refine and master artistic skills and techniques.
- The effective use of a range of resources to learn about, and to learn from different artists, artwork, skills and techniques including: quality books, websites, photographs, pictures, videos and computing software.
- The effective use of a range of high-quality media to enable; drawing, painting, printing, collage, sculpture and textiles.
- The consistent use of a range of teaching and learning approaches to engage pupils in art and design. This will include questioning, observing and recording, sketching, exploring ideas, class and group discussion, teaching specific knowledge, skills and techniques, progressing and rejecting ideas, learning from, as well as responding to the work of other artists and artisans.
- The opportunity to really notice the world; the chance to engage the imagination; to promote subjectivity; to inspect our own ideas as art is created; and to discover our emotional selves.
- The use of enrichment opportunities such as after-school art clubs and participation in competitions.
- Developing pupils' ability to think critically, reflect, debate, discuss and evaluate artworks and their feelings/ reactions to them.
- Enabling pupils to develop an overview of art and design, by exploring and drawing links between significant artists from the past, as well as contemporary artists.

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Learning Intentions are shared with children each lesson and displayed in children's books.
- Children are given a context through which they can explore each learning intention.
- The key knowledge for each unit is shared with children and parents through a knowledge organiser, which may include diagrams, key vocabulary, essential facts and key people associated with the learning. It will also highlight the key learning that will have taken place prior to this and pose questions which will form the basis of the learning enquiry.
- Teaching is focused on input, experiences and activities which promote the development of scientific understanding in the given area of learning at that time.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning intention and how deeply they have understood the intention.
- Teachers' feedback should directly relate to the learning intention for the lesson, give specific ways in which the child has been successful.
- Gap Task and any verbal feedback where necessary.
- Children are given the opportunity to assess their own and others' progress. This may be recorded in books or done verbally.
- All Gap Tasks should be meaningful and purposeful and linked to small next steps for progress in science understanding and knowledge. They should be scaffolded where necessary.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.

- Teachers' judgements will also be informed by lessons outcomes and quizzes based on questions within the knowledge organisers.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught previously.
- Assessment information will be used to plan future work for the class, including any intervention necessary.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.
- Key scientist have been considered and chosen specifically for each area of focus and year group. Children will be introduced to these and links made to them in their learning. These scientists have been systematically planned over the year groups to allow progression in knowledge and understanding of the world around them.
- Children are exposed to, and will build, a range of age and topic related vocabulary from EYFS to year 6. This is found in the POS and builds on prior knowledge.
- Children are assessed at the end of each topic area. This is done through quizzes and assessment of understanding in lessons which is then collated by the class teacher and recorded on an assessment document. This can then be monitored by the science leader. Teachers can use this information for future planning opportunities / retrieval task / GT etc.

Reading in Art & Design

Art and design contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children are encouraged 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.

Even without instruction, children often use their drawings to tell and retell stories, making no distinction between drawing and literacy. It is cognitively helpful to explore the dot, the line, the circle and the spiral -- In other words, geometric shapes -- before formally exploring letters and numbers which are made of these shapes. (Sheridan, 2001).

Brittain (1979) studied literacy in relation to school-based art opportunities finding that children who were most active in drawing and painting scored higher on reading readiness test than did students who did not enjoy art activity.

SMSC & Rights Respecting in Art & Design

SMSC

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. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. 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, cultures and religions through their work on famous artists, designers and craftspeople.

RRS

We aim for art to feel like an accessible topic for all our children, regardless of their background so that any one of our children could walk confidently into an art gallery in the future. Our Art curriculum will play its part in ensuring that they can feel knowledgeable when using and hearing art language and at ease when looking at art or talking about contemporary and past artist's work. We aim for the Art curriculum to enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and materials and through this process they will develop new ways of expressing themselves. By exploring art from different times and cultures they will enrich and mature their understanding of other people's lives and ways of thinking.

Oracy - Progression of skills:

Tiered Vocabulary Wall.

A way to organise our words.

Tiered Vocabulary Walls are a way of organising words. The aim of using Tiered Vocabulary Walls is to increase the amount of Tier 2 and Tier 3 words which children hear and use themselves. Tier 2 and Tier 3 words make the most impact on our vocabulary and on our learning. These words need direct teaching in order for them to be understood and used.

Tier 1 - Everyday words: These will be basic, everyday words which will be used from an early age. These will be used freely in speech, such as:

warm, dog, tired, run, table, flower...

Tier 2 - Focus words: These will be common words that are found across subjects. These will need direct teaching, such as:

contradict, circumstance, precede, retrospect...

Tier 3 - Subject specific words: These will be rare and will be heard within particular contexts or subject areas. These will need direct teaching, such as:

estuary, alliteration, igneous...

Progression of skills: Oracy - Communicate like an...

Artist	Designer
<ul style="list-style-type: none">• I like• I dislike... because...• What else could improve this?	<ul style="list-style-type: none">• I made this model because...• I like / dislike this because...• I think I can make this better by...
<ul style="list-style-type: none">• In my opinion...• I know that... because I have observed...• I believe there is a pattern of...• I think this has developed by...• How does this technique make you feel?	<ul style="list-style-type: none">• The purpose of my product is ...• In my opinion, I feel that I can improve this by...• I believe this product is (good / bad) because ...• I found the process / skill of ... the most challenging, because...

<ul style="list-style-type: none"> ● I believe this technique is important because... ● Evidence suggests that the artist... ● Over time, the changes ensure that... ● The design element has meant that... ● The artists... and... are similar because... ● How has this art influenced the modern world? 	<ul style="list-style-type: none"> ● Based on my design criteria, I believe ... ● I believe this was ambitious because... ● You could improve this product by...maybe you could try... ● I used the process / skill of ... because ... ● I can transfer the skill of... to ... ● The problems I faced were.... I overcame these by...
<ul style="list-style-type: none"> ● I believe that the design stage shows... ● I think the combination of media means that... ● Using the technique of... ensured that the piece was... ● Through working in this way, I have found that... ● This artist has influenced my designs by... ● This style is classically... as you can see from the... ● Why is it important to understand traditional/modern concepts through time? 	<ul style="list-style-type: none"> ● Based on the design brief I have been presented with.... ● Possible improvements may include... ● This product has met / has not met the brief because ... ● Alternatively, I believe the product would be more suited to... ● I have come to the conclusion that... ● The evidence / facts leads to... ● I deduce / deduct... ● When I disassembled...., I learnt that... ● The computer aided design helped me to... ● To create my product, it was essential to understand... ● When I began to critique my product, I found that... ● The functional properties which I am proud of, are...