



OUR

Art & Design

CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of Art at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

Art and Design at Cherry Lane will develop and extend pupils' visual creativity, curiosity and enquiry. It will enable pupils to develop their ability, nurture their talent and interests and express their ideas and thoughts about the world. Pupils' will also develop their appreciation, critical awareness and knowledge of a range of artists, which is celebrated through our whole school 'take one artist' topic.

At Cherry Lane, children have access to a high quality art curriculum taught via the KAPOW scheme of work. This is aligned with the National Curriculum for Art & Design, and the Early Years Foundation Stage.

Children will learn the skills of drawing, painting, sculpture and craft, and have the opportunity to explore and evaluate work by themselves and their peers.

Pupil's work will be celebrated through displays and exhibitions throughout the year.

These skills will be carefully planned in order to ensure progression from EYFS until the end of their primary school journey.

IMPLEMENTATION

We are continuing to implement a new skills-based art curriculum, that allows children to express their creative imagination as well as building opportunities to practise and develop mastery of the key skills. Some lessons will be followed up with work by an artist but we will no longer be solely looking at artists in order to avoid any 'copy-cattng' and ensure more attention to skill development.

We will ensure that in all key stages, the activities of drawing, painting, printmaking, collage, sculpture, textiles, 3D design and craft. We will ensure that pupils develop their creative ideas in both expressive and craft design contexts and that their work will be informed by visual investigation from direct observation and other reference materials.

We Intend:

- To provide a range of stimulating and creative opportunities which will create a framework for success and enjoyment.*
- To develop pupils' visual perception, awareness, curiosity and sensitivity to the natural and built environment, through working from observation and direct experience.*
- To foster the development of making skills using a variety of media, techniques and scale. Pupils can thus develop the ability and confidence to realise their ideas successfully in two and three dimensions.*

- *To develop the pupils' capability in developing and expressing ideas through art by visual investigation.*
- *To provide the pupils with an understanding of the visual elements of art so that they can use this effectively in carrying out their creative ideas.*
- *To encourage pupils to respond to, and articulate opinions on art, craft and design using a specialist art vocabulary when describing their work and ideas.*

PROGRESSION OVERVIEW

Drawing

Progression of knowledge and skills

Making skills (including formal elements)

Drawing			
EYFS: Reception		Year 1	Year 3
Methods, techniques, media and materials	Pupils know		
	<p>How to:</p> <ul style="list-style-type: none"> Explore mark making using a range of drawing materials. Investigate marks and patterns when drawing. Identify similarities and difference between drawing tools. Investigate how to make large and small movements with control when drawing. Practise looking carefully when drawing. Combine materials when drawing. 	<ul style="list-style-type: none"> That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. <p>How to:</p> <ul style="list-style-type: none"> Hold and use drawing tools in different ways to create different lines and marks. Create marks by responding to different stimulus such as music. Overlap shapes to create new ones. Use mark making to replicate texture. Look carefully to make an observational drawing. Complete a continuous line drawing. 	<p>How to:</p> <ul style="list-style-type: none"> Use shapes identified within in objects as a method to draw. Create tone by shading. Achieve even tones when shading. Make texture rubbings. Create art from textured paper. Hold and use a pencil to shade. Tear and shape paper. Use paper shapes to create a drawing. Use drawing tools to take a rubbing. Make careful observations to accurately draw an object. Create abstract compositions to draw more expressively.
So that they can:			*See skills progression here
<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p> <p>Develop observational skills to look closely and reflect surface texture.</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</p> <p>Use hands and tools confidently to cut, shape and join materials for a purpose.</p> <p>Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	

Drawing				
		Year 4	Year 5	Year 6
Methods, techniques, media and materials	Pupils know			
	How to:	<ul style="list-style-type: none"> Use pencils of different grades to shade and add tone. Hold a pencil with varying pressure to create different marks. Use observation and sketch objects quickly. Draw objects in proportion to each other. Use charcoal and a rubber to draw tone. Use scissors and paper as a method to 'draw'. Make choices about arranging cut elements to create a composition. Create a wax resist background. Use different tools to scratch into a painted surface to add contrast and pattern. Choose a section of a drawing to recreate as a print. Create a monoprint. 	<ul style="list-style-type: none"> What print effects different materials make. How to: <ul style="list-style-type: none"> Analyse an image that considers impact, audience and purpose. Draw the same image in different ways with different materials and techniques. Make a collagraph plate. Make a collagraph print. Develop drawn ideas for a print. Combine techniques to create a final composition. Decide what materials and tools to use based on experience and knowledge. 	<ul style="list-style-type: none"> Gestural and expressive ways to make marks. Effects different materials make. The effects created when drawing into different surfaces How to: <ul style="list-style-type: none"> Use symbolism as a way to create imagery. Combine imagery into unique compositions. Achieve the tonal technique called chiaroscuro. Make handmade tools to draw with. Use charcoal to create chiaroscuro effects.
	So that they can:	See skills progression here		
	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.
	Use growing knowledge of different materials, combining media for effect.	Use growing knowledge of different materials, combining media for effect.	Combine a wider range of media, eg photography and digital art effects.	Combine materials and techniques appropriately to fit with ideas.
	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Work in a sustained way over several sessions to complete a piece.

Painting and mixed media

Progression of knowledge and skills

Making skills (including formal elements)

Painting and mixed media			
EYFS: Reception		Year 1	Year 2
Methods, techniques, media and materials	Pupils know how to:		
	<ul style="list-style-type: none"> • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings. • Explore colours, patterns and compositions when combining materials in collage. 	<ul style="list-style-type: none"> • Combine primary coloured materials to make secondary colours. • Mix secondary colours in paint. • Choose suitable sized paint brushes. • Clean a paintbrush to change colours. • Print with objects, applying a suitable layer of paint to the printing surface. • Overlap paint to mix new colours. • Use blowing to create a paint effect. • Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. 	<ul style="list-style-type: none"> • Mix a variety of shades of a secondary colour. • Make choices about amounts of paint to use when mixing a particular colour. • Match colours seen around them. • Create texture using different painting tools. • Make textured paper to use in a collage. • Choose and shape collage materials eg cutting, tearing. • Compose a collage, arranging and overlapping pieces for contrast and effect. • Add painted detail to a collage to enhance/improve it.
So that they can:			
Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>See skills progression here</p>

Painting and mixed media

Year 4

Year 5

Methods, techniques,
media and materials

Pupils know how to:

- Mix a tint and a shade by adding black or white.
- Use tints and shades of a colour to create a 3D effect when painting.
- Apply paint using different techniques eg. stippling, dabbing, washing.
- Choose suitable painting tools.
- Arrange objects to create a still life composition.
- Plan a painting by drawing first.
- Organise painting equipment independently, making choices about tools and materials.

- Develop a drawing into a painting.
- Create a drawing using text as lines and tone.
- Experiment with materials and create different backgrounds to draw onto.
- Use a photograph as a starting point for a mixed-media artwork.
- Take an interesting portrait photograph, exploring different angles.
- Adapt an image to create a new one.
- Combine materials to create an effect.
- Choose colours to represent an idea or atmosphere.
- Develop a final composition from sketchbook ideas.

So that they can:

See skills progression [here](#)

Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects.

Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Combine a wider range of media, eg photography and digital art effects.

Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Sculpture and 3D

Sculpture and 3D			
EYFS: Reception		Year 1	Year 2
Methods, techniques, media and materials	Pupils know how to:		
	<ul style="list-style-type: none"> Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour. 	<ul style="list-style-type: none"> Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls. 	<ul style="list-style-type: none"> Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.
Methods, techniques, media and materials	So that they can:		
	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p> <p>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</p> <p>Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</p> <p>Explore and analyse a wider variety of ways to join and fix materials in place.</p>	<p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>

See skills progression [here](#)

Sculpture and 3D

Year 3

Year 5

Year 6

Methods, techniques, media and materials

Pupils know

How to:

- Join 2D shapes to make a 3D form.
- Join larger pieces of materials, exploring what gives 3D shapes stability.
- Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea.
- Identify and draw negative spaces.
- Plan a sculpture by drawing.
- Choose materials to scale up an idea.
- Create different joins in card eg. slot, tabs, wrapping.
- Add surface detail to a sculpture using colour or texture.
- Display sculpture.

How to:

- Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.
- Try out ideas on a small scale to assess their effect.
- Use everyday objects to form a sculpture.
- Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.
- Try out ideas for making a sculpture interactive.
- Plan an installation proposal, making choices about light, sound and display.

How to:

- Translate a 2D image into a 3D form.
- Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping).
- Manipulate cardboard to create different textures.
- Make a cardboard relief sculpture.
- Make visual notes to generate ideas for a final piece.
- Translate ideas into sculptural forms.

So that they can:

See skills progression [here](#)

Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.

Use hands and tools confidently to cut, shape and join materials for a purpose.

Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.

Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.

Combine a wider range of media, eg photography and digital art effects.

Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.

Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.

Combine materials and techniques appropriately to fit with ideas.

Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.

CONSOLIDATION

Consolidation of skills and knowledge in art at Cherry Lane encourages the children to be reflective learners and make connections to previous topics and other subjects. Children are given the opportunity to consolidate their knowledge of artists and progression of skills every year through our school wide 'Take One Artist' project. Each child creates their own piece of art using a range of skills they have refined in the areas of drawing, painting and mixed media or 3D and sculpture that is then displayed during a whole school art exhibition in the spring term. In addition, children at Cherry Lane are provided with the opportunity to consolidate their skills and knowledge at art club.

Knowledge organisers

In the children's sketchbooks, each topic will start with a knowledge organiser that conveys key vocabulary, examples of skills and relevant artist studies. Children will refer back to this organiser throughout the unit, aiding them in recalling prior knowledge.



KEY VOCABULARY

Key vocabulary is introduced and used throughout each unit in art. Relevant key vocabulary is displayed during the lesson and the around the classroom for children to refer back to throughout the unit. Key vocabulary can also be referred to within the knowledge organiser in the children's sketchbooks. Example below.

Year 2 – Drawing: Telling a story



INCLUSION

Study in art and design will engage all children in a variety of different activities, practical work, critical reflection and discussion, writing and planning. Differentiation in art and design activities will generally be by outcome and where task differentiation is appropriate this is outlined in the KAPOW planning. All outcomes are appreciated and celebrated. Adapted art equipment is also available to all year groups for children who have been identified as needing support to access the various skills and concepts. Simple small step instructions and dual coded resources are also used to support learning where appropriate.

IMPACT

Our regular assessment and feedback to pupils in art lessons focusses on the extent to which:

- 1. Our children are creating high-quality pieces of art that meet the learning objectives*
- 2. Our children's application of skills in other areas of the curriculum, show that the knowledge and understanding of these are embedded. This includes opportunities where pupils are given freedom and can showcase their individual talents*
- 3. Our children's ability to provide feedback through peer assessment*
- 4. Our children's ability to self-reflect and assess their own work*
- 5. The progression of skills evident in the children's sketchbooks*
- 6. Pupil voice exercises where children can articulate their growing understanding of relevant theory and practice, as well as sharing their understanding of artists.*

Monitoring is undertaken regularly by the coordinator, ensuring that progression from year to year is evident both in work produced and in planning. Attainment is measured summatively during termly assessments, the results of which are recorded and analysed. Children's work is celebrated throughout Cherry Lane. Staff are also asked to complete yearly questionnaires to ascertain their understanding of and thoughts on the development of, our art & design provision.