



## SUMMARY OF APPROACH TO ART AND DESIGN

### NEW END PRIMARY SCHOOL



At New End Primary School our vision is to give children an art and design curriculum which stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Children are engaged, inspired and challenged and are given lots of opportunity to create and invent their own works of art. We aim for children to know the importance of art through history and the contribution it has made to our shared culture and heritage. Through teaching a wide range of activities, children's skills progress from year to year and through their progression, become more able to think critically and develop a deeper understanding of art. Children are expected to be reflective and evaluate their work, thinking about how they can make changes and improvements. They are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

#### **Intent**

At New End, we aim for children to:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- be able to 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

#### **Implementation**

We teach a skills-based art and design curriculum, which allows the children to express their creative imagination as well as providing them with the opportunities to practise and develop mastery in the key processes of art and design. Our art and design lessons are linked to our termly topics and these include studying important famous artists and their styles. Through a well-planned and wide range of different activities, children develop their own style and work on their control and use of materials using creativity through experimentation. Skills progress with each year and lessons build on prior learning whilst giving the children chance to trial new techniques. Children in EYFS are given daily access to a range of creative opportunities and enjoy creative areas. We use Kapow's Art and Design scheme and we supplement these topics – see Appendix 1 – with tried and tested lessons and whole school projects. Through the regular use of sketchbooks, with associated chances to self and peer-assess, our children are reflecting and developing as artists. We place emphasis on the arts and art and design itself has a high profile in our school. The main skills which we develop through our art and design provision are:

- Making skills – drawing, painting, craft, design materials and techniques
- Generating ideas – sketchbooks, creating original artwork
- Formal elements – colour, form, line, pattern, shape, texture, tone
- Knowledge of artists – artists, craftspeople, designers
- Evaluating – identifying similarities and differences to others' work, reflecting on own and other's work

Visits to London art galleries are encouraged and we regularly visit the Tate, the National Portrait Gallery and the National Gallery where we learn through looking at masterpieces. These visits link with our topics and extend the children's knowledge through seeing first-hand famous pieces of art.

Topics are usually delivered half-termly, sharing curriculum time with Design & Technology throughout the year, in addition to stand-alone lessons.

### **Impact**

Through our art and design scheme of work and wider opportunities linked to art, our children are encouraged to think imaginatively, leading pupils to be enthusiastic artists. We aim to develop our children as artists, leading them to appreciate the art culture of the world around them. The expected impact is for children to:

Produce creative work


Be proficient in drawing, painting, sculpting and other art, craft, and design techniques

Evaluate and analyse

Know about great artists

In so doing, we expect the children to meet the end of key stage expectations as outlined in the National Curriculum. Our skills progression guide enables us to track progress, and evidenced by outcomes in sketchbooks, displays and exhibitions.

### Appendix 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Stand alone lessons  (Including Seasonal Cards & Art Exhibition, Xmas strings)
EYFS	<b>A&amp;D</b> Drawing  Painting	<b>D&amp;T</b> Craft, design, materials	<b>A&amp;D</b> Elements: Colour  Elements: Shape	<b>D&amp;T</b> Elements: Form  Elements: Texture	<b>A&amp;D</b> Elements: Line  Elements: Pattern	<b>A&amp;D</b> <b>D&amp;T</b> Elements: Tone	Local artists near the school: Burgh House and Hampstead Museum
Year 1	<b>D&amp;T</b> Structures: Constructing Windmills	<b>A&amp;D</b> <b>Drawing: Make your mark</b>  Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.  <b>Painting: colour splash</b>  Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	<b>D&amp;T</b> Textiles: Puppets	<b>A&amp;D</b> <b>Sculpture and 3D: Paper play</b>  Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	<b>D&amp;T</b> Food: Fruit and Vegetables	<b>A&amp;D</b> <b>Craft and Design: Sculptures and collages</b>  On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.	<b>D&amp;T</b> Mechanisms: making a moving story book  <b>A&amp;D</b> <b>Formal elements of art</b>  Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.
Year 2	<b>A&amp;D</b> <b>Drawing: Tell a story</b>	<b>D&amp;T</b> Structures: Baby bear's chair	<b>A&amp;D</b> <b>Painting and mixed media:</b>	<b>D&amp;T</b>	<b>A&amp;D</b> <b>Sculpture and 3D: Clay houses</b>	<b>D&amp;T</b>	<b>D&amp;T</b> Food: A balanced diet

Year 3	<p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p> <p><b>Craft and design: Map it out</b></p> <p>Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials (felt making, recreating stained glass effects and adapting simple tile prints) and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.</p>		<p><b>Beside the seaside</b></p> <p>Children learn about composition and work with different art materials to create texture for a project they develop over the lessons. Based on the theme of 'The seaside'.</p>	<p><b>Mechanical systems: Fairground wheel</b></p>	<p>Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	<p><b>Mechanical systems: Making a moving monster</b></p>	<p><b>A&amp;D</b></p> <p><b>Sculpture and 3D: Superheroes</b></p> <p>Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.</p> <p><b>Formal elements of art</b></p> <p>Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings.</p>
	<p><b>A&amp;D</b></p> <p><b>Painting &amp; Drawing</b></p> <p>Understand what impressionism is. Blend colours using acrylic paint. Explain who Claude Monet is and discuss his artistic style Recreate a piece of impressionism work using blending. Create different tones with pencil</p>	<p><b>D&amp;T</b></p> <p><b>Structures: Constructing a castle</b></p>	<p><b>A&amp;D</b></p> <p><b>3D Form (clay, sculpture, dough boxes, Modroc)</b></p> <ul style="list-style-type: none"><li>-Recreate an Ancient Egyptian mask design or tomb design</li><li>-Explain who George Segal and Alaa Awads are and discuss their artistic style</li><li>-Explore Modroc techniques</li><li>-Create an Egyptian Modroc mask or tomb sculpture</li></ul>	<p><b>D&amp;T</b></p> <p><b>Whizzing Wheels</b></p>	<p><b>A&amp;D</b></p> <p><b>Printing, Collage and Textile</b></p> <ul style="list-style-type: none"><li>-Sketch a range of natural forms using a variety of different media</li><li>-Create repeated patterns</li><li>-Explain who William Morris is and discuss his style</li><li>-Explore and experiment with print making techniques</li><li>-Print using foam board and ink.</li></ul>	<p><b>D&amp;T</b></p> <p><b>Simple Salads</b></p>	<p><b>D&amp;T</b></p> <p><b>Cross-stitch and applique: Egyptian collars</b></p> <p><b>Exploring pneumatics</b></p> <p><b>Designing a pneumatic toy?</b></p>

Year 4	<b>A&amp;D</b> <b>Painting and mixed media: Light and dark</b>  Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.	<b>D&amp;T</b> <b>3D Forms</b>	<b>A&amp;D</b> <b>Drawing: Power prints</b>  Blend colours using acrylic paint, pointillism and colour wheels Create a piece of work using blending, tone and shade Create different tones and shades with pencil	<b>D&amp;T</b> <b>Textiles</b> To research and compare different purse designs. To understand modern and historic purse functions. To design Anglo-Saxon string purse. To practice different stitches. To construct purse. To critically assess purse based on design	<b>A&amp;D</b> <b>Sculpture and 3D: Mega materials</b>  (clay, sculpture, dough boxes, Modroc) Cut, make and combine shapes to make recognisable forms. Use clay and other malleable materials and practise joining techniques. Add materials to the sculpture to create detail.	<b>D&amp;T</b> <b>Adapting a recipe</b>	<b>D&amp;T</b> <b>Electrical systems: Torches</b>
Year 5	<b>A&amp;D</b> <b>Painting and mixed media: portraits</b>  Focus: American artist Andy Warhol Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	<b>D&amp;T</b> <b>Structures: Bridges</b>	<b>A&amp;D</b> <b>Drawing: I need space</b>  Looking at illustrations of the space race era, exploring imagery, drawing using line, tone, shape. Gaining inspiration from Ties Alber. Planning own futuristic artworks.	<b>D&amp;T</b> <b>Textiles: stuffed toys</b>	<b>A&amp;D</b> <b>Sculpture and 3D: interactive installation</b>  Relief nature tiles using clay and leaves/flowers	<b>D&amp;T</b> <b>Cooking and Nutrition: What could be healthier?</b>	<b>A&amp;D</b>  Still life Extending an existing picture Animals of the rainforest in collage Charcoal representations of The Highwayman
Year 6	<b>A&amp;D</b> <b>Painting and mixed media: artist study</b>  Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.	<b>D&amp;T</b> <b>Controllable Cars</b>	<b>A&amp;D</b> <b>Drawing and Sculpture: Make my voice heard</b>  Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture,	<b>D&amp;T</b> <b>Funfairs</b>	<b>A&amp;D</b> <b>Still Life: Making memories</b>  Creating a variety of still life pieces influenced by different artists, using a range of media and showcasing work in the form of a memory box.	<b>D&amp;T</b> <b>Mechanical &amp; Electrical Systems: Automata toys/Vehicles</b>	<b>D&amp;T</b> <b>International Recipes</b>  Children will gain an understanding of where food comes from and how it is produced. They will research design a meal based on a world cuisine and seasonality  <b>Art and Design Skills Sketchbooks</b>

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