

ART

ART INTENT STATEMENT

At Oldbrook First School & Nursery, we strive for children to receive high quality art and design education. We believe that art should engage, inspire and challenge pupils by offering authentic opportunities that allow children to experiment, invent and create their own works of art, craft and design. Our art curriculum offers children the opportunity to invest time in learning about a variety of artists, their styles and skills adopted in different mediums. Our units of work are underpinned by the artist or style that we are focussing on with a final piece of work produced stimulated by the artist. We aim for our children to foster a positive attitude by developing a range of qualities including confidence in their abilities and tenacity.

ART IMPLEMENTATION

The Art curriculum at Oldbrook First School & Nursery is delivered through a well-structured approach to stimulate creativity and expression. The children are taught Art as part of their termly topic work. Areas covered are provided in our curriculum overview. We enhance children's learning by learning about the works of famous local, national and international artists. The children's artistic fair is truly explored and enhanced with a whole school Art Week in the summer term where the children have the opportunity to react to a stimulus, share what message they receive from the artworks and explore different styles and techniques before creating a collaborative piece of art as a whole school.








Teachers plan lessons for their class using the Foundation Stage & National Curriculum and our whole school progression of skills document. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group. When teaching art and design, teachers should follow the children's interests to ensure their learning is engaging, broad and balanced. A variety of teaching approaches are used based on the teacher's judgement. We provide a variety of opportunities for art and design learning inside and outside the classroom where possible. Educational visits are another opportunity for the teachers to plan for additional art learning outside the classroom. The children have opportunities to visit the local museums/art galleries and we invite visitors into school to share art and design learning to develop children's awareness of art history, promote an appreciation of different forms of art and gain an authentic and memorable experience.

ART IMPACT

Pupils at Oldbrook First School & Nursery take part in summative assessment throughout the academic year and teachers are responsible for monitoring the progress and attainment of children against the objectives highlighted in the national curriculum. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. Information is gathered through pupil questionnaires; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded. All children use technical vocabulary to critique and talk about their art. Children are expected to know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and

design on the world. Teachers carry out final end of year assessments using an assessment criterion developed in line with the National Curriculum and Target Tracker. Age related expectation levels are reported to parents at the end of the academic year.

CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	<p>Colour & shape</p> <p>Paint and print techniques. Colour mixing. Primary colours</p>	<p>Owl pictures and models – add texture with feathers and cotton wool pre-cut shapes on different coloured card and paper.</p>	<p>Clay models of creatures from the enchanted forest Create a 3D Arctic scene Painting polar bears Wax resist snow pictures Painting snow scenes *Finish layered work – adding character, tree and glitter* Spring patterns/transient art</p>	<p>Create a 3D river/sea scene Collaborative working on a large-scale water cycle display Underwater pictures/paintings Spring patterns Transient art</p>	<p>Painting fabric – bear hunt inspired (water/ mud/ grass/ snow) Mixing paint with fingers tough tray Textured finger painting Marbling with water colours</p>	<p>Whole-School immersion in art work to celebrate Art Week</p> <p>Personal:</p> <ul style="list-style-type: none"> • Reacting to a stimulus. • Identifying subjects, styles and mediums. • Replicate from our perspective • Artist Study including movement/period, notable works. <p>Social:</p> <ul style="list-style-type: none"> • Opportunity to share thoughts/opinions to critique • Identify what message is communicated to the audience. <p>Work together to make collaborative art</p> <p>Physical:</p> <ul style="list-style-type: none"> • Experiment, explore and adopt styles, mediums, subjects • Celebrate with instillation/gallery to display
Reception	<p>Colour & Shape</p>   <p>Paint and print techniques. Colour mixing. Primary colours Exploring colour Apple Printing</p> <p>Artist: Kandinsky Concentric circles</p>	<p>Owl Babies with drawing</p>  <p>Explore light and dark photography Using paint and collage to create shadow pictures</p> <p>Artist: Van Gogh</p>  <p>Drawing owls with pencil and pen using photographs to observe from</p> <p>Illustrator: Patrick Benson</p>	<p>Artic / Winter with paint</p>  <p>Brusho backgrounds. Settings/landscape-brusho & paint layers</p> <p>Collaborative work to create a winter scene -painting -adding texture with printing</p> <p>Watercolours (Odd Egg inspired)</p> <p>Artist: David Mc Eown</p>	<p>Rain and water with paint and textiles</p>  <p>Transient Art</p> <p>Watercolour exploration</p> <p>Experimenting with texture. Texture Gruffalo Gruffalo cook book</p> <p>Artist: Andy Goldsworthy</p>	<p>Giants & bears</p>  <p>Sketching characters (inspired by The Cave)</p> <p>use lines to enclose a space</p> <p>explore different materials</p> <p>paint characters/settings</p> <p>Illustrator: Rob Hodgson</p>	

<p>Year 1</p>	<p>Abstract Sculpture Observe sculpture in MK. Observe shapes e.g. semi –circle of snow dome, church. Explore how various artists have used abstract shape, including sculpture. Make 2d and 3d abstract pictures using MK as basis. Sculptors named where possible.</p> <p>Sculptors: Wendy Taylor, Eilis O’Connell, Liliane Lijn, Gordan Young, Ivan Morrison, Paul Neagu, Ray Smith</p>	<p>Drawing- Line Shape, from and space Nature Observational drawing and painting- Animals, plants, drawn and painted. Collage of animal/plant</p> <p>Explore how various artists have observed nature.</p> <p>Artist: Andy Goldsworthy</p>	<p>Painting Colour exploring paint. Explore light and dark. Electric light Art. Digital Art Explore how 2 artists have used light and dark. Compare the life of Van Gogh and modern/local artist- Bruce Munro</p> <p>Artist: Van Gogh Bruce Munro</p>	<p>Victorian Day: Discuss the works of LS Lowry and recreate a scene in his style and medium.</p> <p>Artist: LS Lowry</p>	<p>Rotation with Design Technology</p>	
<p>Year 2</p>	<p>Rotation with Design Technology</p>	<p>Textiles/Collage- explore tapestries and the use of tapestries in history. Experiment with stitches, weaves and joining fabrics. Plan and create a patchwork square- Cinderella.</p> <p>Artist: Arthur Rackham Siona Benjamin</p>	<p>Rotation with Design Technology</p>	<p>Drawing/ painting: Explore tone using different pencils, pens, pastel, charcoal and chalk. Use line and tone to represent things seen. Evaluate own work and make improvements. Chose preferred media to create own work.</p> <p>Illustrator: Beatrix Potter</p>	<p>Sculpture Naoshima Island, also known as ‘Art Island’ in Japan work by Tadao Ando and Yayoi Kasuma to design and create our own Naoshima sculpture, using clay. Use in different ways to support geography learning e. g. Maasai necklaces, setting pictures of different environments</p> <p>Artist: Tadao Ando</p>	

CULTURAL CAPITAL OVERVIEW

	Art Literacy	Art values	People & art	Art in the news	Art outside of school	Art is everywhere
EYFS	There will be a 'sliding' progressive system for building on artistic vocabulary. In the early stages new vocabulary will be introduced and modelled to pupils alongside familiar language, pupils will be encouraged to use the artistic vocabulary that they know and understand until they are choosing to use it independently in an appropriate way in a relevant context.	Through play and exploration pupils will begin to develop a love of art as they are exposed to a wide range of resources and activities. They will be curious about textures, different materials, colour mixing and patterns.	Pupils will develop an understanding that art is used in some occupations (visits from painter, graphic designer, etc) & celebrate artists within their family (older siblings' parents etc.)	Look at art themed 'news flash' on espresso /relevant videos that relate to topics as they are taught.	Curriculum newsletters & Parentmail inform parents of the art being covered each term. Where appropriate include a fun art activity that can be shared at home. Possible trips with an art focus – art gallery, museums, sculpture walk in MK, etc.	Pupils will begin to appreciate and understand that art is happening everywhere around them. Pupils' interests will be used to lead explorations to foster their curiosity and motivate them to find out & create more. As they move through the school, they are provided with opportunities to be critical of art and develop an understanding of how art both reflects and shapes our history.
KS1		Using pupils existing enthusiasm for art and finding out new ways to develop their artistic knowledge and skills, pupils will be also exposed to more structured & practical lessons.	Continue to celebrate family artists and broaden knowledge of art in jobs – as appropriate invite visitors in to talk to pupils. Research famous artists, arrange to have face-to-face/virtual meetings with artists.	Continue to look at art themed 'news flash' on espresso /relevant videos that relate to topics as they are taught, begin to use a wider source of information (internet, social media, newspapers, magazines etc.)	Curriculum newsletters & Parentmail inform parents of the art being covered each term. Where appropriate include a fun art activity that can be shared at home. Possible trips with an art focus – art gallery, museums, sculpture walk in MK, etc.	

ART PROGRESSION OF SKILLS

	Early Years Foundation Stage	Year One	Year Two	Next Steps
Generating Ideas and Using Imagination	<ul style="list-style-type: none"> Is spontaneously expressive. Explores different textures to manipulate and represent other known or imagined objects/people. Safely use and explore a variety of tools and techniques. Experiment with colour, design, texture and form. In printing uses shape, random forms and is experimental with hands, feet and found materials like fruit or blocks. Handles different materials to manipulate and arrange using simple overlaying, adding accents or embellishments by using trial and error. 	<ul style="list-style-type: none"> Work purposefully responding to colours, shapes, materials etc. Create simple representation of people and other things. Recognise that ideas can be expressed in art work. Experiment with an open mind. 	<ul style="list-style-type: none"> Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences. 	<ul style="list-style-type: none"> use sketchbooks to record ideas; explore ideas from first-hand observations; question and make observations about starting points, and respond positively to suggestions; adapt and refine ideas; use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, texture, form, record, detail, question, observe, refine.
Making (Refer to the table for each media strand)	<ul style="list-style-type: none"> Explores how to manipulate a variety of tools and everyday utensils/objects such as spreading paint with, straws, matchsticks, sponges and brushes etc. and compares marks left. Explores how to manipulate materials e.g. coiling string/creating tension. Beginning to create with purpose e.g. drawing a picture for a family member. Investigates with hands on experiences e.g. when making 3D models uses hands to pull apart materials like playdough and reconstruct to create forms. 	<ul style="list-style-type: none"> Work spontaneously and enjoy the act of making/creating. Sustain concentration and control when experimenting with tools and materials. Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particularly characteristic or qualities. 	<ul style="list-style-type: none"> Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use. For example, they do not accept the first mark but seek to refine and improve. 	<ul style="list-style-type: none"> Explore with sorting and arranging materials with purpose to create an effect. Learn new techniques within each strand: Drawing: apply shade to show shadows Painting: create texture with brushstrokes Printing: layering through coloured prints Collage: tessellation/mosaic 3-D Sculpture: joining techniques Digital Art: Use digital sources to inspire Textiles: stitching and weaving
Responding to and Evaluating	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. Able to comment on what they like/dislike about what they created using simple words/phrases. Is beginning to comment on other's artwork including peers. 	<ul style="list-style-type: none"> Recognise and describe key features of their own and other's work. Show interest in and describe what they think about the work of others. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> When looking at creative work express clear preferences and give some reasons for these. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> Refer to techniques and effects used. Reflect upon work inspired by a stimulus such as a famous, notable artist. Identify the artistic skills learnt over time.
Knowledge and Analysis	<ul style="list-style-type: none"> Is starting to recognise frequently seen artists and their artwork. Knows the names of primary and secondary colours. Knows the names of common tools and materials such as pencil, brush, cutter, scissors, paper, paint etc. 	<ul style="list-style-type: none"> Know how to explain what they are doing. Know how to recognise and describe some simple characteristics of different kinds of art and artists. Know the names of the tools, techniques and the formal elements (colour, shapes, tone etc.) that they use. Knows the primary and secondary colours and begins to understand the ways to make lighter and darker shades by adding white and black. Shares their opinions when critiquing artwork with simple sentences but beginning to develop subject specific vocabulary. 	<ul style="list-style-type: none"> Know the different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. Talk about the materials, techniques and processes they have used, using appropriate vocabulary. For example, they know the names of the specific tools, techniques and shades of colour they use. Voices their opinion when critiquing with subject specific vocabulary and begins to explain this with some depth and justification. Investigates different practices and disciplines. 	<ul style="list-style-type: none"> use inspiration from famous artists to replicate a piece of work; reflect upon their work inspired by a famous notable artist and the development of their art skills; express an opinion on the work of famous, notable artists and refer to techniques and effect; use key vocabulary to demonstrate knowledge and understanding in this strand

	Media Strand: Drawing	Media Strand: Painting	Media Strand: Printing	Media Strand: Collage	Media Strand: 3 Dimensional Sculpture	Media Strand: Digital Art	Media Strand: Textiles
EYFS	<ul style="list-style-type: none"> - Begin to use and control a variety of media. - Start to produce lines of different thickness using a pencil. - Start to produce different patterns and textures from observations, imagination and illustrations. 	<ul style="list-style-type: none"> - Enjoy using a variety of tools including different size brushes and tools. - Begin to name primary and secondary colours. - Explore what happens when they mix colours. - Use particular colours for a purpose. 	<ul style="list-style-type: none"> - Enjoy taking leaf rubbings e.g. leaf, brick and coin. - Create simple pictures by printing from objects. - Develop simple patterns by using objects. 	<ul style="list-style-type: none"> - Chooses particular colours for a purpose. - Experiment to create different textures. - Manipulate materials to achieve a planned effect. - Use simple tools and techniques and adapt work where necessary. 	<ul style="list-style-type: none"> - Enjoy a range of malleable media such as clay, papier-mâché and salt dough. - Cut shapes using scissors and other modelling tools. - Understand that different media can be combined to create new effects. - Construct with a purpose in mind, using a variety of resources. - Select tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> - Use a simple painting program to create a picture. 	<ul style="list-style-type: none"> - Enjoy playing with and using a variety of textiles and fabrics. - Decorate a piece of fabric. - Experiment with simple weaving e.g. paper, twigs. - Experiment in fabric collage e.g. layering fabric.
Year One	<ul style="list-style-type: none"> - Experiment with a variety of media. - Begin to control the types of marks made with the range of media. - Develop a range of tone using a pencil and use a variety of drawing techniques. - Draw lines of different shapes and thickness, using 2 different grades of pencil. - Investigate textures by describing, naming, rubbing and copying. - Communicate something about themselves. 	<ul style="list-style-type: none"> - Explore with a variety of media; different brush sizes and tools. - Choose to use thick and thin brushes as appropriate. - Begin to control the types of marks made with the range of media. - Start to mix a range of secondary colours, moving towards predicting resulting colours. - Name all the primary and secondary colours. - Explore lightening and darkening paint with the use of black or white. 	<ul style="list-style-type: none"> - Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge. - Design their own printing block. - Explore printing in relief. Use string and card. - Explore impressed printing. Drawing into ink, printing from objects. - Create a simple repeating pattern and recognise pattern in the environment. - Use equipment and media correctly and start to produce a clean printed image. 	<ul style="list-style-type: none"> - Create images from a variety of media e.g. tissue paper, crepe paper etc. - Collect and sort colours appropriate for an image. - Arrange and glue materials to different backgrounds. - Fold, crumple, tear and overlap papers. - Create and arrange shapes appropriately by cutting or tearing. 	<ul style="list-style-type: none"> - Experiment with a variety of malleable media such as clay, papier-mâché, salt dough and Modroc. - Manipulate malleable materials in a variety of ways including rolling, pinching and kneading. - Shape and model materials for a purpose e.g. pots. - Apply simple decoration techniques; impressed, painted and applied. - Experiment with constructing and joining recycled, natural and manmade materials. - Use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> - Create a picture from a stimulus. - Use simple IT mark-making tools e.g. brush and pen tools. - Edit their own work as part of the making process. 	<ul style="list-style-type: none"> - Begin to identify different forms of textiles. - Have experience in colouring textiles (printing and fabric crayons). - Have some experience of weaving and understand the process and some techniques. - Begin to identify different types and textures of fabric and materials for collage. - Use one type of stitch. - Explain how to thread a needle and have a go.
Year Two	<ul style="list-style-type: none"> - Control the types of marks made with a variety of media. - Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. - Use three different grades of pencil (4B, 8B, HB). - Continue to investigate textures and produce an expanding range of patterns. - Use a viewfinder/magnifying glass to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> - Continue to control the types of marks made with a range of painting techniques: layering, mixing and adding texture. - Mix paint to create all the secondary colours and predict the outcomes. - Continue to experiment in lightening and darkening without the use of black or white. - Begin to mix colour tints and shades. - Store information on colour mixing, the colour wheel and colour spectrums. 	<ul style="list-style-type: none"> - Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge, pen barrels. - Explore mono printing. Make simple marks on rollers and printing palettes. Take simple prints. - Demonstrate experience at impressed printing. Drawing into ink, printing from objects. - Design patterns of increasing complexity and repetition. - Use equipment and media correctly and be able to produce a clean printed image. - Experiment with overprinting motifs and colour. 	<ul style="list-style-type: none"> - Create images from a variety of media e.g. fabric, magazines, newspaper etc. - Use different kinds of materials on their collage and explain why they have chosen them. - Sort and group different materials for different purposes e.g. colour, texture. - Use repeated patterns in their collage. 	<ul style="list-style-type: none"> - Use equipment and media with increasing confidence. - Use clay, Modroc or other malleable material to create an imaginary or realistic form e.g. a pot, structure or figure. - Explore carving as a form of 3D art. - Demonstrate experience in surface patterns and textures and use them when appropriate. - Develop an increasing awareness to use tools and equipment safely and in the correct way. 	<ul style="list-style-type: none"> - Create a picture independently. - Use a variety of IT mark-making tools e.g. brush and pen tools, inserting readymade shapes and adding ink to fill the space. - Edit their own work. - Take different photographs of themselves displaying different moods. - Change their photographic images on a computer/ipad. 	<ul style="list-style-type: none"> - Continue identifying different forms of textiles. - Gain experience in applying colour to textiles (dipping and fabric crayons). - Continue to gain confidence in weaving, both 3D and flat e.g. grass through twigs. - Stitch two pieces of fabric. - Create and use dyes e.g. using onion skins, tea and coffee. - Match and sort fabrics and threads for colour, texture, length, size and shape. - Change and modify threads and fabrics (knotting, fraying, fringing, twisting, pulling threads, plaiting).
Key Vocabulary	<p>portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold, thin, brushstroke, acrylic paint.</p>	<p>colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>collage, squares, gaps, mosaic, features, cut, place, arrange, pattern.</p>	<p>sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>graphic, visual discrimination, generate, tools, interactive, pixels, duplicate, digital, shade, manipulate, copy and paste, line, weight, brushstroke.</p>	<p>textiles, fabric, weaving, woven, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set.</p>