



# ART & DESIGN

## INTENT

At The Queenswell Federation, it is our aim to provide pupils with opportunities to express themselves in an imaginative and creative way. We believe that art stimulates creativity and imagination. We believe that a high-quality art and design education should engage, inspire and challenge pupils, providing them with confidence to experiment, invent and create their own works of art and design. The children use a wide range of materials and learn the techniques and skills of drawing, painting and sculpture to develop and share their ideas, experiences and imagination. We encourage our pupils to:

- produce creative work, exploring their ideas and experiences
- build on skills in drawing, painting, sculpture and other art and design techniques
- evaluate and analyse creative works using the language of art and design
- become familiar with works of a range of artists from a range of cultures and historical periods
- have a growth mindset - a positive attitude to their learning in art and design
- develop an enjoyment of art

## IMPLEMENTATION

The teaching and implementation of the Art and Design Curriculum at Queenswell is based on the National Curriculum and linked to Learning Journeys to ensure a well-structured and cross curricular approach. Teachers follow a clear progression of skills which ensures development of children's art in line with their year group expectations and they are given the opportunity to build on their prior knowledge as they move through the school. Art lessons reflect the teaching styles of staff and are planned to meet the needs of all children. Children use their sketchbooks to develop skills and record ideas and art displays are used to promote children's interest and pride in their artwork. Opportunities are provided for children to develop their art experiences through visits to the museums and galleries that London has to offer, as well as involvement with local artists and whole school art days.

## LINKS TO EYFS

### Expressive Arts and Design

#### Intent

At Queenswell we support children to develop their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. At Queenswell we encourage children to access resources in the classroom and outdoor learning area independently in order to express themselves freely and through their own preferred method. The quality of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

#### Implementation

We provide an *artistically rich* environment. This includes:

- High quality continuous provision including workshop area, creative art area, malleable area, role play area and music area which children are encouraged to use independently to explore and experiment as well as with adult modelling and demonstration of key skills (e.g. tools and techniques).
- External visits to art settings to deepen their knowledge of art movements and artists
- Artist studies e.g. Andy Goldsworthy
- Listening to a range of music from around the world
- Role plays to reflect the cultural diversity and real-life experiences of children in the class.
- To introduce – DT workshop in reception

## Art Overview and learning questions

(optional activities)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EYFS</b>	<p><b>Physical Development</b> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.</p> <p><b>Fine Motor Skills</b> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing</p> <p><b>Expressive Arts and Design</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Creating with Materials</b> 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.</p>					
<b>Y1</b> I can begin to record ideas and explore techniques in my sketchbook	Make sketchbook covers <b>Drawing-</b> Draw lines of different sizes and thickness.	<b>Painting</b> -primary colours What happens when I mix the primary colours? (Mondrian)	<b>Collage/3D</b> Can I experiment with and explore a range of textures and materials? Antarctic Diorama 3D	<b>Printmaking:</b> Can I create pressure to make a print? (potato/card relief print) (Wallpaper for Mary Anning) (leaf printing secret garden)		<b>Artists study:</b> Can I describe how a piece of art makes me feel? Lowry seascapes
<b>Y2</b> I can record ideas and explore techniques in my sketchbook	I can create my sketchbook cover. <b>Painting</b> What different effects can I achieve using thin and thick brushes and mark making tools? – alien using wax resist	<b>Drawing</b> How does varying pencil pressure affect mark making?	<b>3D Digital media/DT/ Science</b> Can I create digital art? Can I create and decorate 3D models from 2D shapes? Produce video and photos to record the burning down our own pudding lane models	<b>Painting</b> Can I mix my own colours to paint an extraordinary garden?	<b>Artists study</b> Can I describe how a piece of art makes me feel? Arthur Rackham-illustrator Illustrate a page from our book	<b>Recycled Art/DT/collage Textiles/3D</b> Under the sea mobile using recycled materials mixed media fabric/clay -Recycled modelling project links to plastic pollution
<b>Y3</b> I can record ideas and explore techniques in my sketchbook	<b>Drawing</b> Can I use a pencil to show light and shadow by blending? Can I sketch lightly without using a rubber to correct mistakes?	<b>Painting /DT</b> I can Explore brush techniques to produce shapes, textures, patterns and lines. make a moving part inside my model levers/ Sliders//pop out -circus model		<b>Pattern/textiles</b> Can I explore patterning from different cultures? Viking art and pattern	<b>Artists study</b> Can I study an artist's work? recreate pieces of artwork in the style of that artist? Andy Goldsworthy	<b>collage</b> Can I layer tissue paper and/or card to create a collage?
<b>Y4</b> I can record ideas and explore techniques in my sketchbook	<b>Sculpture 3D</b> Can I sculpt using clay and mixed media? Clay scarab beetle	<b>Drawing</b> How do the grades of pencil affect the different tones and texture of my drawing? Sketch and design a rabbit using tone and shade	<b>Painting-</b> <b>The colour wheel</b> Can I use complementary and contrasting colours? illustrate a Greek myth	<b>Artists study</b> Can I use materials to respond to the work of an artist? Oil pastels Create Cat images in the style of Picasso using oil pastels	<b>collage</b> Can I create a mosaic? Create a river /earth using recycled materials fabric as mosaic tiles	<b>Painting</b> Can I use water colour to create a wash? Illustrate an imaginary journey

<p><b>Y5</b> I can record feelings and explore techniques in my sketchbook</p>	<p><b>Drawing and sketching</b> Can I develop my own style using exploration and experimentation in my sketch book-Including tonal contrast?</p>	<p><b>DT/ART</b> Can I recognise sculptural forms in the environment?</p>	<p><b>Painting</b> Develop my experience in line tone pattern and texture involving mixed media work (Gallery visit) <a href="#">Portraits-Tudor art</a></p>		<p><b>Collage</b> Can you use montage to create an abstract collage? e.g. using magazine pictures?</p>	<p><b>Artists study/DT</b> Can I experiment with different styles that artists have used and respond to the work of the artist? <a href="#">-Jennifer Collier</a></p>
<p><b>Y6</b> I can record thoughts and feelings about my learning journeys</p>	<p><b>Painting</b> Can I mix appropriate colours to create a suitable colour palette t conveys mood and atmosphere – <a href="#">Blitz art</a></p>	<p>Can I aim to make and achieve a quality product? Can I use a circuit to create light or sound to my model?</p>		<p><b>Artists study- class choice</b> Can I use materials to respond to the work of an artist?</p>	<p><b>Drawing and sketching</b> Develop my experience in line tone pattern and texture involving mixed media work</p>	<p><b>Textiles project</b> Can I combine pattern, tone and shape? Can I justify the materials I have chosen? <a href="#">Tapestry of favourite learning in the year</a></p>