



# STEETON PRIMARY SCHOOL

## ART AND DESIGN CURRICULUM



**DRAWING**



**PAINTING**



**SCULPTURE  
AND COLLAGE**



**EXPRESSION  
AND EVALUATION  
OF ART**

# ART AND DESIGN CURRICULUM AT STEETON PRIMARY SCHOOL

## INTENT

At Steeton Primary School, we see the importance art, design and creativity has for our pupils. The subject of art and design has a high profile at Steeton Primary School and we dedicate almost a full day every week to developing children's knowledge and skills in this subject, through our bespoke 'Magic Monday' curriculum. It is our intention that our pupils are not only exposed to many different mediums of expression in art and design but learn about inspiring artists, crafts persons and designers from the past and modern day and are able to reflect, imitate and create their own pieces of artwork, evaluating both their own, their peers and other artist's work.

The whole school art and design overview and progression of knowledge and skills means that the National Curriculum is taught in a sequenced way meaning children know more and remember more and can do more. Progression of knowledge and skills is outlined so that our end points at the end of each phase is clear to all teachers. It is clear to see what children have learnt previously in the phase before and what they will be learning in the next phase of their art and design education. In order to promote maximum progression, we centred our art and design curriculum on the research-based approach of repeated concepts. The use of revisiting concepts both within the year and over the years means that knowledge is embedded and children make clear links in their learning and can develop their skills with more ease and accuracy. Our Magic Mondays link directly to our history and geography topics and we spend a whole half term developing our knowledge and skills of the different concepts. We want our children to become resilient and believe they are great artists, as we do. Children receive high quality academic learning experiences which is enriched with our 'Pupil Offer' which provides many rich and relevant experiences beyond the classroom.

## IMPLEMENTATION

The art and design curriculum at our school is bespoke and has been designed for the children in our school to ensure the National Curriculum is covered in a logical way. We have worked closely with artist Emma Bairstow to develop a unique offer for our children. Each half term each phase works on specific skills and develops their knowledge as set out in our whole school overview. Each child in KS1 and KS2 has their own sketch book, which shows a clear progression of the skills they are developing for that half term. The skill development ends with a piece of art that the child will be proud of and we display as much of this artwork throughout our school buildings as possible. A selection of children each half term also work on a collaborative large piece of art that requires the same skills being developed for their individual piece but on a larger scale and means they can work together to support and encourage each other.

In EYFS, children develop their fine motor skills by having opportunities to use scissors, pencil crayons and paint brushes. Children develop these fine motor skills in KS1 and KS2 through drawing, painting, sculpting and using collage. They will explore and develop their artistic ideas and be able to evaluate their own art and work of other artists.

The whole school art and design overview is followed. each Magic Monday will focus on one or more of our four concepts:



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Magic Monday lessons will combine increasing knowledge of the concept being taught through building upon previous learning, developing resilience of motor skills, alongside enriching the half termly topic.

## IMPACT

At the end of each phase pupils will have had the opportunity to develop all of our art and design multiple times, embedding their developing artistic skills. Self-expression, creativity and enjoyment is at the heart of art and design and children look forward to Magic Mondays, it is seen as a high profile and important part of our school week. They are proud of their art work and their sketch books and are able to talk about the progress they have made using their sketch books to help them. They place value on the whole process of developing skills and knowledge in Magic Mondays and not just the finished high-quality outcome. Children are reflective artists and are open and accepting of ways they can improve their work through evaluating both their own art and artwork of others. We want our children to become resilient with their artwork but also take risks and experiment with different techniques and colour. Children will develop their own preferences of different ways art can be produced and be able to give reasons for using different techniques for different reasons using artistic vocabulary.

Children will have developed knowledge of a broad range of artists, crafts people and designers and be able to discuss work produced by them. Children's presentation, artwork and creativity in other lessons/exercise books reflect the skill they have developed in art and design. High quality outcomes are displayed proudly around school. Teachers assess children's learning in every lesson and give support and challenge where appropriate. Parents are kept informed of their child's progress at parents' evenings, through school reports and work is celebrated through School Ping.

# ART AND DESIGN NATIONAL CURRICULUM AND EYFS STATUTORY FRAMEWORK

## EYFS

We have selected the Early Learning Goals that link most closely to the Art and Design National Curriculum taught in the rest of the school. Level expected at the End of EYFS:

### Expressive Arts and Design

#### Creating with Materials ELG:

- 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

### Physical Development

#### Fine Motor Skills ELG:

- hold a pencil effectively in preparations 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

## KS1 National Curriculum

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

## KS2 National Curriculum

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
- 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

The national curriculum for art and design aims to ensure that all pupils by the end of year 6:

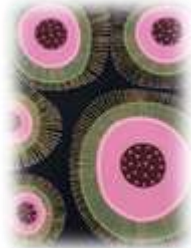









- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

## EYFS - EXPRESSIVE ART AND DESIGN


|                            |   |  |   |   |   |   |
|----------------------------|---|--|---|---|---|---|
| Expressive Arts and Design | Kandinsky - Circles<br>Picasso - Portraits  | Tove Jansson - Past<br>Bethan Woolvin - Present                                      | Yola Kingwatsiak -<br>Inuit Art   | Vincent Van Gough -<br>Sunflowers   | Paul Klee<br>David McKee  | Henri Matisse<br>Rosalind Monks   |
|                            |  |  |  |  |  |  |



# STEETON PRIMARY SCHOOL ART AND DESIGN OVERVIEW

| YEAR A          | KSI  | LKS2  | UKS2   |
|-----------------|--|---|--|
| <b>AUTUMN 1</b> | Incredible Inventors   | Incredible Inventors  | Incredible Inventors   |
| Final Product   | Wheels printing - Emma Whitlaw<br>          | Hands drawing and printing - Henry Moore<br> | Anatomical drawing and collage - Travis Bedel<br> |
| <b>AUTUMN 2</b> | Keighley and Kenya   | Bradford, Brussels, Brasilia  | Manchester, Monaco, Mexico   |
| Final Product   | Maasai painting - Abu Mwenye<br>           | Painting and collage - Beatriz Milhazes<br> | Portrait painting - Frida Kahlo<br>              |
| <b>SPRING 1</b> | Wonderful Weather  | Wonderful Water   | Marvellous Mountains   |
| Final Product   | Oil pastels and watercolour - Hockney<br> | Textiles - Carolyn Saxby<br>               | Printing - Andy Warhol<br>                      |
| <b>SPRING 2</b> | Fantastic France   | Glorious Greece   | Enchanting Egypt   |
| Final Product   | Sculpture - Monet<br>                     | Pottery - Grayson Perry<br>                | Canopic jars - Gustav Klimt<br>                 |

# STEETON PRIMARY SCHOOL ART AND DESIGN OVERVIEW

| YEAR B          | KSI   | LKS2   | UKS2   |
|-----------------|---|--|--|
| <b>AUTUMN 1</b> | A United Effort 'What a load of rubbish'  | A United Effort 'Keen to be green'   | A United Effort 'Why are our clothes so cheap?'  |
| Final Product   | Junk sculpture fish -Michelle Reader<br>               | Painting - Rebecca Vincent<br>              | Textiles (recycled fabric weave) - Marie- Louise Fijneman<br> |
| <b>AUTUMN 2</b> | Dinosaurs   | Stone Age to Iron Age  | Anglo-Saxons and Scots   |
| Final Product   | Ammonite fossil watercolour painting - Sam Cannon<br> | Printing and mixed media<br>               | Cardboard relief shields<br>                                  |
| <b>SPRING 1</b> | Kings and Queens  | Romans   | Vikings  |
| Final Product   | Jewel painting - Kurt Po<br>                         | Mosaic collage (sculpture)- Kandinsky<br> | Printing - Rene Quillivic<br>                               |
| <b>SPRING 2</b> | Our Locality  | Our Locality   | Our Locality   |
| Final Product   | Yorkshire landscape printing - Melvyn Evans<br>      | Painting - Kitty North<br>                | Painting and collage - John Piper<br>                       |



# PROGRESSION OF KNOWLEDGE AND SKILLS



## DRAWING


| KSI  | LKS2  | UKS2  |
|--|---|---|
| <p>Children build on their experimenting in EYFS and begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels.</p> <p>KSI Art and Design National Curriculum<br/>To become proficient in drawing techniques.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>draw lines of varying thickness</li> <li>use dots and lines to demonstrate pattern and texture</li> <li>use different materials to draw, for example pencil, pastels, chalk, felt tips</li> </ul> | <p>Children build on the skills developed in KSI and develop their knowledge of drawing by continuing to use a variety of drawing tools from KSI. They are introduced to new ways of making effect through tone, texture, light and shadow. They have the opportunity to use vocabulary learned in KSI accurately, e.g. shading, thick and thin.</p> <p>KS2 Art and Design National Curriculum<br/>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>experiment with showing line, tone and texture with different hardness of pencils</li> <li>use shading to show light and shadow effects</li> <li>use different materials to draw, for example pencils, pastels, chalk, felt tips</li> <li>show an awareness of space when drawing</li> </ul> | <p>Children continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Children will rely on their sketching books to improve their drawing skills.</p> <p>KS2 Art and Design National Curriculum<br/>To become proficient in drawing techniques.</p> <p>To improve their mastery of art and design techniques, including drawing, with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use different materials to draw, for example pencils, pastels, chalk, felt tips and select the most appropriate</li> <li>use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching,</li> </ul> |



## PAINTING

| KSI  | LKS2   | UKS2   |
|--|--|--|
| <p>Children build on their experimenting in EYFS and can explore using a variety of different brushes to see what happens. Children begin to learn the primary colours and experiment with mixing paints to understand tone and secondary colours.</p> <p>KSI Art and Design National Curriculum<br/>To use painting to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>name the primary and secondary colours</li> <li>experiment with different brushes (including brushstrokes) and other painting tools</li> <li>mix primary colours to make secondary colours</li> <li>add white and black to alter tints and shades</li> </ul> | <p>Children build on the skills developed in KSI and continue exploring using a variety of different brushes to see what happens. They use the language of colour accurately when mixing, e.g. shade, primary and tint. Children begin to experiment with colour for effect and mood.</p> <p>KS2 Art and Design National Curriculum<br/>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use varied brush techniques to create shapes, textures, patterns, effects and lines with paint</li> <li>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</li> <li>mix colours effectively using the correct language, e.g. tint, shade, primary and secondary</li> </ul> | <p>Children continue exploring a variety of different brushes to see what happens. They use the language of colour accurately and use inspiration from natural and non-natural works to create a colour palette. Children are more expressive with colour, associating colours with moods.</p> <p>KS2 Art and Design National Curriculum<br/>To become proficient in painting techniques.</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>create a colour palette, demonstrating mixing techniques</li> <li>use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</li> <li>create different textures and effects with paint</li> </ul> |

|   |  |  |
|---|--|--|
| <p>Printing using paint</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• copy an original print</li> <li>• use a variety of materials, e.g. sponges, fruit, blocks</li> <li>• demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing</li> </ul> | <p>Printing using paint</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use more than one colour to layer in a print</li> <li>• replicate patterns from observations</li> <li>• make repeated patterns with precision</li> </ul> | <p>Printing using paint</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• design and create printing blocks/tiles</li> <li>• replicate patterns from observations</li> <li>• create and arrange accurate patterns</li> </ul> |
|---|--|--|

|  <b>SCULPTURE AND COLLAGE</b>  |  |   |
|---|--|---|
| KSI   | LKS2   | UKS2  |
| <p>Children build on their experimenting in EYFS and have the opportunity to use a variety of materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill.</p> <p>KSI Art and Design National Curriculum</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card</li> <li>• use a variety of techniques, e.g. rolling, cutting, pinching</li> </ul> <p>Collage</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• use a combination of materials that have been cut, torn and glued</li> <li>• sort and arrange materials</li> </ul> | <p>Children build on the skills developed in KSI and still have the opportunity to use a variety of materials for sculpting. They experiment with joining and construction. Children begin to understand more about decorating sculptures and adding expression through texture. They use a variety of tools to support the learning of techniques and to add detail.</p> <p>KS2 Art and Design National Curriculum</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• cut, make and combine shapes to create recognisable forms</li> <li>• use clay and other malleable materials and practise joining techniques</li> <li>• add materials to the sculpture to create detail</li> </ul> <p>Collage</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• select colours and materials to create effect, giving reasons for their choices</li> <li>• refine work as they go to ensure precision</li> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage</li> </ul> | <p>Children still use a variety of materials for sculpting and experiment with joining and constructing. They begin to understand more about clay modelling and using different tools with clay. They will be more reliant on their own ideas and knowledge of sculpture during the planning and designing process.</p> <p>KS2 Art and Design National Curriculum</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• plan and design a sculpture</li> <li>• use tools and materials to carve, add shape, add texture and pattern</li> <li>• develop cutting and joining skills, e.g. using wire, coils, slabs and slips</li> </ul> <p>Collage</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>• add collage to a painted or printed background</li> <li>• create and arrange accurate patterns</li> <li>• use a range of mixed media</li> <li>• plan and design a collage</li> </ul> |



## EXPRESSION AND EVALUATION OF ART

| KSI   | LKS2  | UKS2   |
|---|---|--|
| <p>Children build on their experimenting in EYFS and have the opportunity to learn from the works of artists, studying their techniques and processes. They will be exposed to a range of different artists throughout KSI.</p> <p>KSI Art and Design National Curriculum<br/>To understand the work of a range of describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>describe the work of artists</li> <li>express an opinion on the work artists</li> <li>use inspiration from artists to create their own work and compare</li> </ul> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p>KSI Art and Design National Curriculum<br/>Exploring their ideas and recording experiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>respond positively to ideas and starting points</li> <li>explore ideas and collect information</li> </ul> | <p>Children continue to study the works of artists. They have more opportunity to offer opinion and to compare and contrast artists. Children will be exposed to a range of different artists</p> <p>KS2 Art and Design National Curriculum<br/>To continue to develop their understanding of the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>use inspiration from artists to replicate a piece of work</li> <li>reflect upon their work inspired by an artist</li> <li>offer facts about the lives of artists they have studied</li> <li>express an opinion on the work of artists</li> </ul> <p>Children continue to build up resilience, making mistakes and suggesting improvements to improve their work. Children practice and share their learning and skills with others, giving and receiving feedback to improve.</p> <p>KS2 Art and Design National Curriculum<br/>Record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>question and make observations about starting points, and respond positively to suggestions</li> <li>adapt and refine ideas</li> </ul> | <p>Children continue to learn from the works of artists. Children comment on the work of famous artists and name their pieces of work.</p> <p>KS2 Art and Design National Curriculum<br/>To further develop their understanding of the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>give detailed observations about artists' work</li> <li>offer facts about the lives of artists they have studied</li> <li>reflect upon their work inspired by an artist in detail</li> </ul> <p>Children start collecting more information and resources to present. Children continue to practice and share their learning and skills with others, receiving and offering feedback to improve.</p> <p>KS2 Art and Design National Curriculum<br/>Record their observations and use them to review and revisit ideas.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>review and revisit ideas</li> <li>offer feedback using technical vocabulary</li> <li>think critically about their art and design work</li> <li>use digital technology as sources for developing ideas</li> </ul> |