



## Sir Alexander Fleming Primary School and Nursery

# ART and DESIGN



Reviewed November 2020  
Next Review September 2021

### Purpose of study

At Sir Alexander Fleming Primary School and Nursery, we embody some of the highest forms of human creativity to develop art, craft and design. We offer a high-quality art and design education that engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We are aware that as pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They are also taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

Our aims for art and design are to ensure that all pupils:

- 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
- extend and enrich other curriculum areas through art



*"Art is not just a subject to learn, but an activity that you can practise with your hands, your eyes, your whole personality."*  
Quentin Blake

## **Teaching and Learning**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes for art and design.

### *The Foundation Stage*

The different aspects of the arts are encompassed within Creative Development in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (physical development, English and Mathematics). This curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality-learning opportunities for art using the Early Years Curriculum. There is an emphasis on continuous provision, independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

### *In Key stage 1, pupils will 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.

### *In Key stage 2, pupils will be taught:*

- 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 and clay.
- about great artists, architects and designers in history.

## **Planning and assessment**

Curriculum overviews are completed initially, to identify the skills being taught and how the children are expected to apply those skills. The intended outcomes are clear.

Medium term plans are completed in planning teams, around a topic, with weekly learning objectives and skills that show progression. At Sir Alexander Fleming, we adopt a very cross-curricular approach to teaching, to enrich and develop children's knowledge and understanding of the world, through the arts. Learning objectives are taken from the National Curriculum and our key skills progression document:

### Foundation Stage Progression

	<b>Expressive Art and Design</b>		<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>
	<b>Exploring Media and Materials</b>	<b>Being Imaginative</b>	<b>Moving and Handling</b>	<b>Writing</b>	<b>Shape, space and measure</b>
22-36 months	Experiments with blocks, colours and marks	Beginning to use representation to communicate e.g. drawing a line and saying 'That's me'	Shows control in holding and using jugs to pour, hammers, books and mark making tools Beginning to use three fingers (tripod grip) to hold writing tools Initiates drawing simple shapes such as circles and lines May be beginning to show preference for dominant hand	Distinguishes between the different marks they make	Notices simple shapes and patterns in pictures
30-50 months	Explores colour and how colours can be changed Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects Beginning to describe the texture of things Realises tools can be used for a purpose	Developing preferences for forms of expression Captures experiences and responses with a range of media such as music, dance and paint and other materials or words	Draws lines and circles using gross motor movements Uses one-handed tools and equipment e.g. makes snips in paper with child scissors Holds pencil between thumb and two fingers, no longer using whole-hand grasp Holds pencil near point between first two fingers and thumb and uses	Sometimes gives meaning to marks as they draw and paint	Shows interest in shape and space by playing with shapes and making arrangements with objects Beginning to talk about the shapes of everyday objects eg. Round, and tall
40-60 months	Explores what happens when they mix colours Experiments to create different textures Understands that different media can be combined to create new effects Uses simple tools and techniques competently and appropriately	Create simple representations of events, people and objects Chooses particular colours to use for a purpose	Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines	Gives meaning to marks they make as they draw, write and paint.	Uses familiar objects and common shapes to create and recreate patterns and build models
ELG	Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.		Children recognise, create and describe patterns.

Areas of learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested artists
<b>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<ul style="list-style-type: none"> <li>- Begin to use a variety of drawing tools</li> <li>- Use drawings to tell a story</li> <li>- Investigate different lines</li> <li>- Explore different textures</li> <li>- Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>- Extend the variety of drawings tools</li> <li>- Explore different textures</li> <li>- Observe and draw landscapes</li> <li>- Observe patterns</li> <li>- Observe anatomy (faces, limbs)</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with tools and surfaces</li> <li>- Draw a way of recording experiences and feelings</li> <li>- Discuss use of shadows, use of light and dark</li> <li>- Sketch to make quick records</li> </ul>	<ul style="list-style-type: none"> <li>- Experiment with the potential of various pencils - Close observation</li> <li>- Draw both the positive and negative shapes</li> <li>- Initial sketches as a preparation for painting</li> <li>- Accurate drawings of people, particularly faces</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and draw the effect of light</li> <li>- Scale and proportion</li> <li>- Accurate drawings of whole people including proportion and placement</li> <li>- Work on a variety of scales</li> <li>- Computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>-Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>-Produce increasingly accurate drawings of people</li> <li>- Concept of perspective</li> </ul>	<ul style="list-style-type: none"> <li>- Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>-Produce increasingly accurate drawings of people</li> <li>- Concept of perspective</li> </ul>	Leonardo Da Vinci, Vincent Van Gogh, Kandinsky, Matisse, David Hockney, Frieda Kahlo, Hunderwasser, Lowry.
<b>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</b>	<ul style="list-style-type: none"> <li>- Experimenting with and using primary colours</li> <li>- Naming – mixing (not formal)</li> <li>- Learn the names of different tools that bring colour</li> <li>- Use a range of tools to make coloured marks on paper</li> </ul>	<ul style="list-style-type: none"> <li>- Name all the colours</li> <li>- Mixing of colours</li> <li>- Find collections of colour</li> <li>- Applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to describe colours by objects</li> <li>- Make as many tones of one colour as possible (using white)</li> <li>- Darken colours without using black</li> <li>- Using colour on a large scale</li> </ul>	<ul style="list-style-type: none"> <li>- Colour mixing</li> <li>- Make colour wheels</li> <li>- Introduce different types of brushes</li> <li>- Techniques</li> <li>- Apply colour using dotting, scratching, splashing</li> </ul>	<ul style="list-style-type: none"> <li>- Colour mixing and matching; tint, tone, shade</li> <li>- Observe colours</li> <li>- Suitable equipment for the task</li> <li>- Colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour</li> <li>- Colour for purposes</li> </ul>	<ul style="list-style-type: none"> <li>- Hue, tint, tone, shades and mood</li> <li>- Explore the use of texture in colour</li> <li>- Colour for purposes</li> <li>- Colour to express feelings</li> </ul>	Pollock, Monet, Chagall, Ben Moseley, Van Gogh,
<b>Texture (textiles, clay, sand, plaster, stone)</b>	<ul style="list-style-type: none"> <li>- Handling, manipulating and enjoying using materials</li> <li>- Sensory experience</li> <li>- Simple collages</li> <li>- Simple weaving</li> </ul>	<ul style="list-style-type: none"> <li>- Weaving</li> <li>- Collage</li> <li>- Sort according to specific qualities</li> <li>- How textiles create things</li> </ul>	<ul style="list-style-type: none"> <li>- Overlapping and overlaying to create effects – Use large eyed needles</li> <li>- Running stitches</li> <li>- Simple appliqué work</li> <li>- Start to explore other simple stitches</li> <li>- Collage</li> </ul>	<ul style="list-style-type: none"> <li>- Use smaller eyed needles and finer threads</li> <li>- Weaving</li> <li>- Tie dying or batik</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider variety of stitches</li> <li>- Observation and design of textural art</li> <li>- Experimenting with creating mood, feeling, movement</li> <li>- Compare different fabrics</li> </ul>	<ul style="list-style-type: none"> <li>- Use stories, music, poems as stimuli</li> <li>- Select and use materials</li> <li>- Embellish work</li> <li>- Fabric making</li> <li>- Artists using textiles</li> </ul>	<ul style="list-style-type: none"> <li>- Develops experience in embellishing</li> <li>- Applies knowledge of different techniques to express feelings</li> <li>- Work collaboratively on a larger scale</li> </ul>	Linda Caverley, Molly Williams, William Morris, Gustav Klimt
<b>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</b>	<ul style="list-style-type: none"> <li>- Handling, feeling, enjoying and manipulating materials</li> <li>- Constructing</li> <li>-Building and destroying</li> <li>- Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>- Construct</li> <li>- Use materials to make known objects for a purpose</li> <li>- Carve</li> <li>- Pinch and roll coils and slabs using a modelling media</li> <li>- Make simple joins</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness of natural and man-made forms</li> <li>- Expression of personal experiences and ideas</li> <li>- To shape and form from direct observation (malleable and rigid materials)</li> <li>- Decorative techniques</li> <li>- Replicate patterns and textures in a 3D form</li> <li>- work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>- Shape, form, model and construct (malleable and rigid materials)</li> <li>- Plan and develop</li> <li>- Understanding of different adhesives and methods of construction</li> <li>- Aesthetics</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and develop</li> <li>- Experience surface patterns/textures</li> <li>- Discuss own work and work of other sculptors</li> <li>- Analyse and interpret natural and manmade forms of construction</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and develop ideas</li> <li>- Shape, form, model and join</li> <li>- observation and imagination</li> <li>- Properties of media</li> <li>- Discuss and evaluate own work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>- Plan and develop ideas</li> <li>- Shape, form, model and join</li> <li>- observation and imagination</li> <li>- Properties of media</li> <li>- Discuss and evaluate own work and that of other sculptors</li> </ul>	Henry Moore, Barbara Hepworth, Andy Goldsworthy, Anthony Gormley, Guiseppe Archimboldo
<b>Printing (found materials, fruit/veg,</b>	<ul style="list-style-type: none"> <li>- Rubbings</li> <li>- Print with a variety of objects</li> </ul>	<ul style="list-style-type: none"> <li>- Create patterns</li> <li>- Develop impressed images</li> <li>- Relief printing</li> </ul>	<ul style="list-style-type: none"> <li>- Print with a growing range of objects</li> <li>- Identify the different forms printing takes</li> </ul>	<ul style="list-style-type: none"> <li>- Relief and impressed printing</li> <li>- recording textures/patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Use quality sketch paper for recording textures/patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Combining prints</li> <li>- Design prints</li> <li>- Make connections</li> </ul>	<ul style="list-style-type: none"> <li>- Builds up drawings and images of whole or parts of items using various techniques</li> </ul>	Picasso, Dan Mather, Andy Warhol, Matisse

<b>wood blocks, press print, lino, string)</b>	- Print with block colours			- Monoprinting - Colour mixing through overlapping colour prints	- Interpret environmental and manmade patterns - Modify and adapt print	- Discuss and evaluate own work and that of others	- Screen printing - Explore printing techniques used by various artists	
<b>Pattern (paint, pencil, textiles, clay, printing)</b>	- Repeating patterns - Irregular painting patterns - Simple symmetry	- Awareness and discussion of patterns - Repeating patterns - Symmetry	- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning - natural and manmade patterns - Discuss regular and irregular	- Pattern in the environment - Design - Using ICT - Make patterns on a range of surfaces - Symmetry	- Explore environmental and manmade patterns - Tessellation	- Create own abstract patterns to reflect personal experiences and expression - Create pattern for purposes	- Create own abstract patterns to reflect personal experiences and expression - Create pattern for purposes	Joan Miro, Bridget Riley, Escher, Paul Klee, Matisse

## **Resources**

There are a limited range of resources available in the central stock cupboard, which are monitored by the coordinator. Each teacher is responsible for ordering his or her own resources at the beginning of a topic.

## **Extra-Curricular Art Activities**

A specialist artist works throughout the school for one afternoon per week, to extend the children's mastery of art and design techniques, and to support the teachers and Teaching Assistants through planned and regular CPD.

Art Club – we offer KS1 and 2 children the opportunity to attend a lunchtime art club. An experienced practitioner leads this club alongside one of our teachers.

Sharing our art work in the community – we praise and celebrate our children's work by displaying it in school and in the local community, including the local church, local community centre and Telford Town Centre.

## **Recording of Art Work**

The children are encouraged to use high quality sketchbook paper to explore and work on. Similar to our approach in teaching writing, children are encouraged to explore and 'have a go' (COLD task), then taught the skills and techniques to help improve their work, finishing with a final piece (HOT task) which shows their development of skills and what they have learnt. The use of rubbers is discouraged in order to try and make the sketches a place where it is okay to make mistakes. This work is placed into the children's topic books to form part of the curriculum topic, or displayed in the class/around school.

Work should be dated with the learning objective and progressive skills so that it provides a suitable record for both the teacher and the child.

Recording can take many forms and can be used to:

- practise certain skills and features, and to gather information for use on a larger piece of work
- practise drawing techniques such as shading, perspective and drawing from different viewpoints
- record details about the item being drawn or sketched for future reference

- include sketches and working drawings for ideas of things the children want to make
- gather information to give specific knowledge of how things are made or work

As part of the children's sketches, we would encourage them to collect:

- Photographs
- Pictures from magazines, comics, cards, calendars, stamps etc
- Samples of textures, fabrics, and other materials
- Lists of resources that the children might need to produce a piece of art
- Colour strips from colour mixing
- Studies of the effects of media on different types of paper
- Evaluations by children of their own and the work of other artists

Where possible the children should be encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers").

### **Use of Computing**

ICT enhances our teaching of 'Art and Design'. Children use software to explore shape, colour and pattern in their work e.g. Revelation Art. All children can collect visual information to help them develop their ideas by using the digital cameras, and scanners. They can record their observations and manipulate them through editing or painting software to create their own designs. The children also use the Internet to find out more about the lives and works of famous artists and designers.

### **English**

Art and design contributes to the teaching of English in our school by encouraging children to ask and answer questions about the starting points for their work. They have the opportunity to compare ideas, methods and approaches in their own work and that of other children, and to say what they think and feel about them.

### **Mathematics**

Art and design contributes to the teaching of mathematics in our school by giving opportunities to develop the children's understanding of shape and space through work in two and three dimensions.

### **Spiritual, moral, social and cultural development**

The teaching of art and design offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourage them to collaborate and co-operate across a

range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on famous artists, designers and craftspeople.

### **Health and safety**

Health and safety is important, particularly when working with tools, equipment and resources.

Children need to be taught how to:

- use tools and equipment correctly
- recognise hazards and risk control
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### **Equal opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

### **Differentiation**

The teaching of art and design needs to take into account the varied abilities, attitudes and individual needs of the children. Art lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

### **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes: questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class. A number of children have been identified as having a real talent for art (see Gifted & Talented Policy).