





## Art and Design Curriculum Vision and Skills

### Intent and Design – What are we trying to achieve?

#### Vision

##### •As a school we aim to:

- Preparing children for the future through an inspirational curriculum that makes a difference to the world; outstanding character development; exceptional health and well-being.

##### •In Art and Design, we aim to:

- engage, inspire and challenge children to think innovatively and develop creativity by equipping them with the skills and knowledge needed to experiment, invent and create their own works of art, craft and design.

#### Motto

- Nurture** – We care for each other and celebrate our differences, achievements and contributions to the world. We support each other through challenges and difficulties, recognising that the mental health and well-being of both ourselves and those around us is one of the key factors in our happiness and success.

- Inspire** – We inspire each other to greater heights through our communication, actions, support and achievements. We take inspiration from the people, places and events all around us. We recognise that whether a situation is good or bad, there is always learning and growth to be gained. These situations inspire us to make positive change a reality.

- Discover** – We are excited to discover new knowledge, skills, people and places. We are open to alternative ideas beyond our own and enjoy exploring the thoughts, conversations and solutions that others bring to different situations and experiences.

- Create** – We enjoy working together to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small. Our school is a place where we can experiment and take risks in order that we might better ourselves and the world we live in.

#### School Values

##### • We believe in...

- **Developing outstanding character** and attitudes to learning in preparation for future challenges in a changing world.

- **Promoting physical and mental health** in a happy caring environment that is supportive and encouraging.

- **Making a difference** to the world we live in through creating enterprising solutions to local and global issues.

- Developing social skills and an appreciation of **each person's unique strengths**, respecting and embracing different cultures, races and religions.

- Fostering a **deep sense of care and nurture** for the world we live in and the people around us.

- Creating a broad range of **inspiring experiences** that allows children to develop skills and find their place in the world.

- Working in **partnership with our school community and beyond to build brighter futures**.

- High expectations alongside a **culture of self-awareness, reflection and self-improvement**.

#### Aims of our Art and Design Curriculum

##### • Our inspirational Art and Design curriculum will enable

- Here at Stathern, we understand the vital role that art, craft and design has in fostering some of the highest forms of human creativity. Through our teaching, pupils will produce creative work by exploring their ideas as well as recording their experiences. It is our ethos and belief that pupils become proficient in drawing, painting, sculpture and other art, craft and design techniques alongside developing a richer understanding for evaluating and analysing creative works using the appropriate language for this area of the curriculum. Pupils here at Stathern will learn about great artists, craft makers and designers making links with historical and cultural developments of their art forms. Pupils will know how art and design both reflect and shape our history as we know it today, with an understanding of its contribution to culture, creativity and wealth of our nation.

#### Learning Intentions

- Our Art and Design curriculum is designed to allow pupils to embody creativity. The curriculum is broken into topics that are taught progressively across both key stages.

##### • We aim to:

- develop techniques using a range of materials.

- develop control in the pupils' use of materials.

- teach a curriculum that links closely to school and British values

- give children the vocabulary and words to use to express themselves artistically as well as evaluating and critiquing pieces of work.

- develop artists who are confident in creativity and experimentation.

- foster an increased awareness and appreciation of different kinds of art and design.

### Implementation and Organisation – How will we arrange our learning?

#### School Focus

Reading

Challenge

Vocabulary  
and  
Communication

Progressive  
Skills

Transferable  
skills

Positive  
Mental  
Health and  
wellbeing

Texts in Art are critically challenged, understood and discussed for meaning and moral messages

Lessons are planned to challenge pupils both academically and developmentally

Children are able to use the correct vocabulary to discuss emotions and themselves. They can discuss and reflect on their ideas with clarity.

An Art and Design specific, progressive and challenging skill set is explicitly taught and assessed

Work written and recorded in Art and Design must reflect and reinforce the key skills in Reading, Writing and Maths

Our Art and Design curriculum supports SEMH by explicitly teaching children about themselves, their relationships, their Health and their Wellbeing

Children of all abilities, whether SEND, lower attainers or our most able, will have equal opportunities to access our amazing curriculum and personal development provision. Children will be supported to 'Dig Deeper' using the skills and knowledge taught, and will have the same high expectations of achievement and be scaffolded, supported and assisted to make the best progress possible. Staff continue to make all reasonable adjustments to accommodate all pupils.

At Stathern, we are adaptive teachers, teaching adaptive and inclusive lessons.

#### PSHCE Developmental Foci

Exciting, topic-based learning supported by a rich and diverse array of texts and activities.

Big questions in topics and Art and Design specific areas

## Art and Design Curriculum Vision and Skills

Contexts	Skills Progressions	R	Y1/2	Y3/4	Y5/6	School Values British Values
		Using Different Materials		Using Different Materials and Sketchbooks		
		Drawing		Drawing, Painting and Sculpture		
		Using colour, pattern, line, form, shape and space				
		Range of Artists		Study of Great Artists		

Using Different Material and Sketchbooks				
YR	Y1/2	Y3/4	Y5/6	
<ul style="list-style-type: none"> <li>• separate things using cutting, tearing, punching holes</li> <li>• join things together using gluing, using tapes, string, treasury tags and butterfly clips</li> <li>• know how to work with malleable materials to mould, punch, roll, flatten and squeeze</li> <li>• create pretend objects using recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>• know how to cut, roll and coil materials</li> <li>• know how to use IT to create a picture</li> <li>• know how to create a printed piece of art by pressing, rolling, rubbing and stamping</li> <li>• know how to make a clay pot</li> <li>• know how to join two clay finger pots together</li> <li>• know how to use different effects within an IT paint package</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use sketches to produce a final piece of art</li> <li>• know how to use digital images and combine with other media               <ul style="list-style-type: none"> <li>• know how to use IT to create art which includes their own work and that of others</li> </ul> </li> <li>• know how to integrate digital images into artwork.</li> <li>• Use sketchbooks to help create facial expressions</li> <li>• use sketchbooks to experiment with different texture               <ul style="list-style-type: none"> <li>• use photographs to help create reflections</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• experiment by using marks and lines to produce texture</li> <li>• experiment with shading to create mood and feeling</li> <li>• experiment with media to create emotion in art</li> <li>know how to use images created, scanned and found; altering them where necessary to create art</li> <li>• explain why different tools have been used to create art</li> <li>• explain why chosen specific techniques have been used</li> <li>• know how to use feedback to make amendments and improvement to art</li> <li>know how to use a range of e-resources to create art</li> </ul>	

Drawing, Painting and Sculpture				
YR	Y1/2	Y3/4	Y5/6	
<ul style="list-style-type: none"> <li>• represent their own thoughts and feelings through art.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show how people feel in paintings and drawings.</li> <li>• know how to use pencils to create lines of different thickness in drawings.</li> <li>• choose and use three different grades of pencil when drawing</li> </ul>	<ul style="list-style-type: none"> <li>• know how to show facial expressions in art.</li> <li>• know how to use different grades of pencil to shade and to show different tones and textures</li> <li>• know how to create a background using a wash</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use shading to create mood and feeling</li> <li>• know how to organise line, tone, shape and colour to represent figures and forms in movement.</li> <li>• know how to express emotion in art</li> </ul>	



# 'Nurture, Inspire, Discover, Create'

## Art and Design Curriculum Vision and Skills

	<ul style="list-style-type: none"> <li>• know how to use charcoal, pencil, wax and pastel to create art</li> <li>• know how to use a viewfinder to focus on a specific part of an artefact before drawing it</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use a range of brushes to create different effects in painting</li> <li>• know how to show facial expressions and body language in sketches and paintings</li> <li>• know how to show reflections in my art</li> <li>• know how to print onto different materials using at least four colours.</li> <li>• know how to sculpt clay and other mouldable materials.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to create an accurate print design following given criteria.</li> <li>• use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> </ul>
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### Using colour, pattern, line, form, shape and space

YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>• Know how to mix colours together to produce a different colour</li> </ul>	<ul style="list-style-type: none"> <li>• know how to create moods in art work</li> <li>• Know the names of the primary and secondary colours.</li> <li>• know how to create a repeating pattern in print</li> <li>• know how to mix paint to create all the secondary colours</li> <li>• know how to create brown with paint</li> <li>• know how to create tints with paint by adding white</li> <li>• know how to create tones with paint by adding black</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use marks and lines to show texture in my art.</li> <li>• know how to use line, tone, shape and colour to represent figures and forms in movement</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use shading to create mood and feeling</li> <li>• know how to overprint to create different patterns</li> <li>• know which media to use to create maximum impact</li> </ul>

### Knowledge and Study of Great Artists

YR	Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>• know about artists past and present and how they express their ideas.</li> <li>• describe their work and that of the artist.</li> <li>• understand that all cultures have different ways of expressing themselves through artforms.</li> </ul>	<ul style="list-style-type: none"> <li>• describe what can be seen and give an opinion about the work of an artist</li> <li>• ask questions about a piece of art</li> <li>• suggest how artists have used colour, pattern and shape</li> <li>• know how to create a piece of art in response to the work of another artist</li> </ul>	<ul style="list-style-type: none"> <li>• know how to identify the techniques used by different artists</li> <li>• know how to compare the work of different artists</li> <li>• recognise when art is from different cultures</li> <li>• recognise when art is from different historical periods</li> <li>• experiment with the styles used by other artists.</li> <li>• explain some of the features of art from historical periods.</li> <li>• know how different artists developed their specific techniques</li> </ul>	<ul style="list-style-type: none"> <li>• research the work of an artist and use their work to replicate a style</li> <li>• explain the style of art used and how it has been influenced by a famous artist</li> <li>• understand what a specific artist is trying to achieve in any given situation</li> <li>• understand why art can be very abstract and what message the artist is trying to convey</li> </ul>

**Impact – How well are we achieving our aims?**

Impact seen  
in:

Teacher Assessment

Pupil Voice

Moderation

Work scrutiny

Parental surveys and  
feedback

Observations and  
Blinks

Data analysis

Progress of pupils  
across the curriculum

Staff Questionnaires

Our children  
will:

Making great progress and have  
high standards of achievement  
and attainment

Have a lifelong love of reading  
and learning and be able to  
communicate clearly

Be respectful of themselves and  
demonstrate excellent  
behaviour

Be confident, positive and  
independent learners with high  
aspirations

Have mental wellbeing and make  
healthy lifestyle choices

Participate in the community  
and have excellent attendance

Know more and remember more

Work Sample Analysis:	What do our books show?
Lesson Observations:	How is the quality of teaching, learning and use of assessment in the lesson? How good is the questioning in the lesson?
Surveys:	What do parents and children say about this subject?
Interviews:	What do the children say about their learning in this subject?  What do the staff say about their learning in this subject?
Coaching and Mentoring:	Is there a need for coaching and mentoring in this subject? What support do colleagues need in this subject?
Training:	What training has taken place? What is the impact of any training given?
Learning environment:	How does the learning environment support the learning in this subject area?