



Chester-le-Street CE Primary School

Art

INTENT

At Chester-le-Street CE Primary School, Art and Design is an essential part of the curriculum; it provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It is concerned with creative and aesthetic response to the visual and tactile qualities of the natural and constructed world. It also contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments. The creative element involves children in using materials and equipment to represent objects realistically and imaginatively, and to express ideas and feelings. The evaluative element enables pupils to develop skills in evaluating their own work and that of other artists, and to understand the value and significance of Art in society.

OUR AIMS

The National Curriculum (2014) aims to ensure that all pupils:

The national curriculum for art and design aims 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.

IMPLEMENTATION

CURRICULUM

Our curriculum is designed to be a high quality, well thought out element of our curriculum which is planned to demonstrate progression of art skills as the children build on their skills as they move up the school. Art at our school is linked to topics to ensure a well-structured approach to this creative subject.

The children are taught Art half-termly, alternating with Design and Technology. All pupils explore and use a variety of media and material through their Art lessons and skills are taught to build technique progressively throughout the school. Throughout the curriculum, a diverse range of famous local, national and international artists are explored to enhance the children's learning while focussing on key skills such as sketching, painting, colour mixing, sculpture and collage.

The children's learning is further enhanced with whole school art projects, for example, Carnival Day when Art is linked with other subjects to give the children opportunities for collaborative working and exploring different styles and techniques of art and with community projects like the Window Wonderland Project and the Pimms and Needles workshops with local community groups.

CURRICULUM COVERAGE

	Our Community		Our World		Our Impact	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	It's my life	This is our school	Royal Patrons – Story of Elizabeth and Victoria	We are united	King of the Castle	Beside the Seaside
	Sketching and drawing portraits			Colour and the work of Mondrian		Creating a 3D sculpture of a fish
Year 2	Made in Durham	There's no place like home	Medicine Women	Adventures around the world	Fire! Fire!	Going Wild
	Dainty Dinah thumb pot		Observational drawings of human body and faces		Great fire of London pictures	
Year 3	May the force be with you	The Lambton worm	Captain Caveman	Pack your bags	Who Let the Gods out	Where Land Meets Sea
		Binca sewing		Drawing - art inspired by nature	Greek pots from mod roc	
Year 4	You're Not Invited	The Uk uncovered	Revolting Rebels	The Rhythm of the Rain	Walk like an Egyptian	Spiritual rivers
		Printing - William Morris		Claude Monet - Rivers	Famous architects through History	
Year 5	Saxon Raiders	Awesome Alps	Viking Warriors	Guardians of the Gorge	Mysteries of the Maya	Rainforest Rescue
		Looking at perspective and the work of Henry Moore	Viking jewellery crafts		Creating Mayan murals and Mexican art	
Year 6	Mining's Footprint	Extreme Earth	Battle of Britain	The Place inbetween	Achievements of the ancients	Planet Earth
	Looking at the work of Norman Cornish and Lowry.		In Flanders Fields - Looking at the work of Paul Nash.		Sewing and sculpture related to Ancient China.	

SKILLS PROGRESSION

In Key Stage 1

Pupils should be taught to:

- 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 should be taught to:

- 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.

Art Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ideas and inspiration 	Outline personal likes and dislikes regarding their own work. Outline personal likes and dislikes regarding a piece of art. Draw from or talk about experiences, creative ideas, and inspirations.	Develop ideas from: -natural world -man-made objects -Fantasy and stories -The work of a famous artist Compare their work with the work of famous artists saying what they like and dislike.	Explain what they like and dislike about a piece of art. Use and take photographs, explaining their creative vision. Use a range of artistic vocabulary to compare and contrast art.	Compare and comment on artworks along a similar theme. Look at, describe and evaluate a range of sculptures. Take a picture from an unusual of thought provoking viewpoint.	Compare methods and comment on their own work and the work of other artists. Explain how a piece of artwork makes them feel. Describe the atmosphere and mood of a piece of artwork.	Adapt and refine their own work in the light of evaluation against self, peers and artists. Describe and explain the ideas methods and techniques used to create art work on a particular theme or genre.
Use of colour 	Name primary and secondary colours and collate into groups of similar shades Create simple pattern using colours and shapes Apply paint using a range of tools (EG. Large brushed, hands, feet).	Use line and tone to draw shape pattern and texture. Mix paint colours to create new paints and colours. Select and match colours, saying how they make them feel. Create patterns using natural materials.	Look at a range of patterns, textures in colour, and create your own repeated pattern. Create and use natural colours to match a natural environment.	Look at a range of patterns, textures in colour, and create your own repeated pattern. Create and use natural colours to match a natural environment.	Add black and white paint to make different tones of and colour. Use a colour wheel to experiment with analogous colours and complimentary colours.	Mix and use colour to reflect mood and atmosphere. Compose a digital photograph experimenting with qualities of colour, light, and shade.

Sketching and drawing  shutterstock.com · 297947963	Use lines of different thicknesses. Experiments with applying pressure when shading. Hold a tool appropriately when sketching. Draw from direct observation.	Use line, tone, and pattern in their drawing. From direct observation of an object, make a series of drawings (use of sketch books) before presenting their completed art work. Sketch using a range of media (pencils, pastels, charcoal) Draw from direct observation.	Draw natural and man-made items looking at pattern, shape and form. (identifying and creating) Use a variety of line styles to add surface detail to drawings/paintings/printings. Draw accurately from direct observation	Draw from close observation to capture fine details. Use tone to emphasise form in drawing and painting. Draw simple 3D shapes. Draw accurately from direct observation.	To draw using simple rules of perspective Use cross hatching to add tonal detail Develop shading techniques to create cylindrical and spherical forms Draw in detail from direct observation and memory	To use pen and ink to add line, tone and perspective. To use pen, pencil, charcoal, to represent light and shade, form and pattern, and texture in a range of drawing work. Draw in detail from direct observation and memory.
Line, form and texture 	Uses lines to represent a shape or outline Cut and test paper and glue it to a surface Use modelling materials to create a realistic or imaginative form Handle and manipulate ridged and malleable materials and	Use of line and tone to show light and shade. Use clay and other modelling materials to create a simple sculpture (imaginary or realistic form) Use a range of natural materials and fabrics, different types of paper to create form and texture (3D models)	Use a range of modelling materials, look in in detail at natural objects including shells and leaves.	Use stencils for cutting and printing Add details to their work using a range of media (eg. Collage/ pen/ shading)	Use paint application techniques and brush strokes to create mood and atmosphere. Carve and sculpt using a range of tools and finishing techniques. Use rubbing (eg. Bark rubbings) techniques to create texture and patterns. Apply paint with increasing control by choosing the correct	Use paint techniques and brush strokes characteristic of a specific genre or artist. Use precise skills of cutting, layering etc, and a range of fabrics to create collage. Combine sewing techniques to recreate a pattern and texture

	say how they feel.				brush (eg. Watercolour) and the correct paints (Eg. Wash) Create pattern and texture using a running stitch	
Fine motor skills 	Hold and use a range of hand-held tools appropriately Work with increasing control eg. Painting, colouring, modelling. Use an effective tri-quad (pincer) when holding a pencil or appropriate tool. Weave paper strips to create a simple design	Cut along a line and around a rounded or perpendicular corner. Tear in a controlled manner. Use open wrist motions for painting.	Fold paper following a pattern Use an over and under weaving motion for a range of purposes (tying knots, weaving, bodkin, binca) Use a range of pressures and a range of pencils to show light to dark in sketching work.	Use lino cutters, hobby knives, potato peelers. Use the appropriate tool for the art form, with greater precision. Cut a range of materials using the appropriate pressure.	Use a running stitch using needle and thread. Use a paint brush grip and pressure to create different effects (Eg. Wash technique, calligraphy, stippling)	Use craft knives to cut accurate shapes. Folding paper following the principles of origami. Use etching techniques and tools to add detail to sculpture (eg. Skewers, rounded knives, lino cutters)

EARLY YEARS FOUNDATION STAGE (EFYS)

For our youngest pupils, Art is guided by the Early Learning Goals outlined within the Statutory framework for the Early Years Foundation Stage. Art is taught within the continuous provision providing varied opportunities to apply this understanding safely, use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children will be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They will be encouraged to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

The Art curriculum at CLS is inclusive: children with SEND can access the curriculum. Teachers will adapt teaching to meet the individual needs of children with SEND as outlined in their Support Plan or EHCP, in which learning needs and individualised targets are set in conjunction with the SENDCo and parents. Adaptations may include modified or scaffolded tasks, the effective use of resources or appropriate deployment of support staff / teacher time.