

Intent

At St John's we want every child to produce creative work, explore ideas and record their experiences. We support children to become proficient in drawing, painting, sculpture, printing, textile and collage techniques. Opportunities are provided to enable children to evaluate and analyse creative works using the language of art, craft and design. We develop children's knowledge of great artists, designers and movements so that they understand the historical and cultural development of various art forms.

Implementation

Every child at St John's is an artist who is the proud owner of a personal sketchbook. Children engage in deliberate practice to master knowledge and skills specific to Art and Design by continually recording and annotating their creations and designs in their sketchbooks. This enables them to track their own progress, edit and improve their work and make reference to previous techniques. The children's sketchbooks follow them through the school so that they can make connections between the knowledge and skills acquired in previous year groups and demonstrate year-on-year progress. The teaching and learning of artistic knowledge and skills at St John's is sequenced so that children continually engage in deliberate practice of drawing, painting, printing, collage, sculpture/3D and textiles. This supports and appropriately challenges every child to experience mastery of knowledge and skills specific to Art and Design at increasing levels of complexity. Purposeful links between children's learning in Art and Design are linked to school topics and experiences where appropriate. This enables children to apply their knowledge beyond the classroom and further enhance their thinking and understanding. Local artists and parents are invited into the school to inspire children's joy of the subject.

Impact

Pupils record and annotate their creations and designs in their sketch books in order to track their progress. The children's personal sketchbooks follow them through the school so that they can demonstrate year-on-year progress. Knowledge quizzes at the end of a unit of study assess the retention of knowledge and understanding of significant people, artwork and movements. Progress towards statements is tracked to ensure children master the specific knowledge and skills linked to Art and Design across milestones.

Art & Design Curriculum

'Every human is an artist.' (*Don Miguel Ruiz*)

Breadth of study

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use experiences and ideas as the inspiration for artwork.• Share ideas using drawing, painting and sculpture.• Explore a variety of techniques.• Learn about the work of a range of artists, artisans and designers.	<ul style="list-style-type: none">• Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.• Develop and share ideas in a sketchbook and in finished products.• Improve mastery of techniques.• Learn about the great artists, architects and designers in history.

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Art & Design Curriculum

‘Every human is an artist.’ (Don Miguel Ruiz)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
EYFS		Self-portraits-create simple representations of people	Explore colours	Construct by stacking blocks Join construction pieces together Realises tools can be used for different purposes	Colour mixing shades Create different textures	Use simple tools and techniques Combine materials to achieve planned effect	Variety of techniques used to create a piece of art
Milestone 1	Cycle A	L.S.Lowry – Painting	Giacometti – Sculpture	Steven Wiltshire – Drawing	Henri Matisse - Printing	Dip Dying – Textiles	Collage – Andy Goldsworthy
	Cycle B	Kenya – Painting	Pollock - Sculpture	Nature – Printing	Self Portraits – Drawing	Weaving – Textiles	Monet – Collage
Milestone 2	Cycle A	Marcus Gheeraets – Painting	Stonehenge – Sculpture	John Singer Sargent – Drawing	Kandinsky – Printing	Stitching – Textiles	Guisseppi Archimboldo – Collage
	Cycle B	Still Life – Painting	Roman Pots – Sculpture	Henri Rousseau – Drawing	William Morris – Printing	Weaving & Colouring - Textiles	Freda Kahol - Collage
Milestone 3	Cycle A	William Turner – Painting	Piet Mondrian - Sculpture	Picasso – Drawing	Georgia O’Keeffe – Printing	Sewing - Textiles	Roy Lichtenstein - Collage
	Cycle B	Van Gogh – Painting	Egyptian Jars – Sculpting	Andy Warhol – Printing	Leonardo Davinci – Drawing	Dying – Textiles	William Anders Collage

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Milestone 1	Cycle A	L.S.Lowry – Painting	Giacometti – Sculpture	Steven Wiltshire – Drawing	Henri Matisse - Printing	Dip Dying – Textiles	Collage – Andy Goldsworthy
	Cycle B	Kenya – Painting	Pollock - Sculpture	Nature – Printing	Self Portraits – Drawing	Weaving – Textiles	Monet – Collage



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Art & Design Curriculum

‘Every human is an artist.’ (*Don Miguel Ruiz*)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How is it different, how is it the same?		How and why does that happen?		What did they leave behind?	What would happen if?
Milestone 2	Cycle A	Marcus Gheeraets – Painting	Stonehenge – Sculpture	John Singer Sargent – Drawing	Kandinsky – Printing	Stitching – Textiles	Guiseppi Archimboldo – Collage
	Cycle B	Still Life – Painting	Roman Pots – Sculpture	Henri Rousseau – Drawing	William Morris – Printing	Weaving & Colouring - Textiles	Freda Kahol - Collage



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Milestone 3	Cycle A	William Turner – Painting	Piet Mondrian - Sculpture	Picasso – Drawing	Georgia O’Keeffe – Printing	Sewing - Textiles	Roy Lichtenstein - Collage
	Cycle B	Van Gogh – Painting	Egyptian Jars – Sculpting	Andy Warhol – Printing	Leonardo Davinci – Drawing	Dying – Textiles	William Anders – Collage



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Art & Design Skill Progression

Art and Design progression across all milestones

Concept	Milestone 1	Milestone 2	Milestone 3
Develop ideas This concept involves understanding how ideas develop through an artistic process.	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master techniques This concept involves developing a skill set so that ideas may be communicated.	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels. 	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.
Painting			

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Art & Design Skill Progression

Art and Design progression across all milestones

Concept	Milestone 1	Milestone 2	Milestone 3
Master techniques This concept involves developing a skill set so that ideas may be communicated Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 	<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques.
Master techniques This concept involves developing a skill set so that ideas may be communicated Sculpture	<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 	<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
Master techniques This concept involves developing a skill set so that ideas may be communicated Drawing	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement.

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Art & Design Skill Progression

Art and Design progression across all milestones

Concept	Milestone 1	Milestone 2	Milestone 3
Master techniques This concept involves developing a skill set so that ideas may be communicated Printing	<ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 	<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work.
Master techniques This concept involves developing a skill set so that ideas may be communicated Textiles	<ul style="list-style-type: none"> • Use weaving to create a pattern. • Join materials using glue and/or a stitch. • Use plaiting. • Use dip dye techniques. 	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces.
Master techniques This concept involves developing a skill set so that ideas may be communicated Digital Media	<ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> • Create images, video and sound recordings and explain why they were created. 	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations).

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Art & Design Skill Progression

Art and Design progression across all milestones

Where possible artists have been linked to skills (see overview)

Concept	Milestone 1	Milestone 2	Milestone 3
Take inspiration from the greats This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.	<ul style="list-style-type: none">• Describe the work of notable artists, artisans and designers.• Use some of the ideas of artists studied to create pieces.	<ul style="list-style-type: none">• Replicate some of the techniques used by notable artists, artisans and designers.• Create original pieces that are influenced by studies of others.	<ul style="list-style-type: none">• Give details (including own sketches) about the style of some notable artists, artisans and designers.• Show how the work of those studied was influential in both society and to other artists.• Create original pieces that show a range of influences and styles.

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Art & Design Skill Progression

Art and Design knowledge progression across EYFS

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-portraits – create simple representations of people	Explore colours	Construct by stacking blocks Joins construction pieces together Realises tools can be used for a purpose	Colour mixing – shades Create different textures	Use simple tools and techniques Combine and manipulate materials to achieve a planned effect	Create a variety of materials and techniques to create pieces of art

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