

Every child *is* an artist.

-Pablo Picasso-

Art and Design Curriculum Rationale

At Mount Street Academy, we are Artists! We want our children to love art and design. We want them to have no limits in their ambitions and to grow up knowing they could be illustrators, graphic designers, architects or printmakers of the future. We believe all children are artists and want them to develop their artistic capital, having opportunities to experiment, invent and create work of their own as well as to think and talk about artists and artwork. We know that through art and design, children's creativity, curiosity, resilience, confidence and independence is developed. We want children to remember their art and design learning in school and be provided with opportunities which they may not automatically have or may be out of reach in their homelife. We want children to appreciate how art and design reflects and has shaped our history and how it contributes to the culture, creativity and wealth of our society. We are committed to putting art and design on the map at Mount Street Academy.

Intent

At Mount Street Academy, we aim to engage, inspire and challenge pupils and equip them with the knowledge, skills and exposure to a range of art in order to experiment, invent and create their own pieces. We believe that learning in the classroom should be broadened through deliberately planned additional experiences which inspire and enrich our children further.

Artists, artwork and disciplines are carefully selected in order to support children in making sense of the world by placing the artwork they are exposed to in a chronological, historical and geographical context.

Our art curriculum will include opportunities for children to:

- Think critically and respond to a range of artist's work
- Develop an art rich vocabulary and use visual language with confidence (for example, line, shape, pattern, colour, texture, form) to express emotions, develop observations and communicate insight.
- Plan, draft and develop skills
- Produce creative work, explore their ideas and record their experiences
- Develop their understanding of techniques in drawing, painting, sculpture, printing and textiles
- Evaluate and analyse creative works using the language of art and design
- Know about great artists and designers, including local artists
- Understand the historical and cultural development of their art forms
- Visit local art galleries and participate in art and design workshops facilitated by an artist

Children will develop their skills during their time with us using the ELG (Expressive Arts and Design statements) and the NC (KS1 Art objectives) as the basic structure of our curriculum design. There will be a focus on specifically chosen artists and their traditions (their work, context and influences), therefore developing children's knowledge explicitly.

Learning will be planned carefully over time so that children have opportunities to practise and develop their expertise, primarily in drawing, within each year and also as they move sequentially from year group to year group.

We recognise and value the role that the visual arts play in character development of our children and the cultural capital which can be advanced through a rich diet of experiences in art and design. We actively plan in opportunities for children to have experiences which not only develop their knowledge and skills of art and design but also broaden their cultural connection. We plan for practitioners to come into school to work with the children and we ensure that children participate in an art gallery experience. ****Future career. We also offer an 'artwork of the term' as a stimulus for discussion and learning through assemblies.*

By the end of KS1, a Mount Street artist will be able to...

Recognise at least three artist's work

Name at least three artists and know their 'story' behind the art they produce

Experience and Identify a range of media to create own artwork

Have aspirations for the opportunities a future in the art field presents



Respond to art, explaining likes and dislikes including describing the effects which have been used.

Be confident and resilient artists.

Use drawing equipment to produce controlled marks

Speak about keenly about art and articulate how it makes them feel.

KS1 National Curriculum objectives:

- *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.*

EYFS

Expressive arts and design: Exploring and using media and materials (EAD) and being imaginative (BI)

Art in the Early Years falls under the umbrella of expressive arts and design. This involves enabling children to explore and play with a wide range of media and materials. However, we recognise the importance of the prime areas of learning that are the building blocks towards meeting this goal. In order for children to be able to fully emerge themselves into expressive arts and design; children also need to make progress with their fine and gross motor (moving and handling) and their ability to make marks with meaning (writing). In both our indoor and outdoor classrooms we provide opportunities for children to climb, strengthen their core and finger muscles, create and explore a range of materials, all of which will act as a scaffold to make progress in art.

Skills/Key subject disciplines

Through our art curriculum we will ensure that the artists and genres which children look at are built on and revisited as they move through the school. Children will be encouraged to think like an artist and to understand what art is and its relevance to their lives and society as whole. They will learn about the key elements of art through the different disciplines of drawing, painting, sculpture, collage and printing.

Children are encouraged to 'read' the stories which paintings tell and how to be 'painting detectives' using the clues present in the detail of the artwork. (supports visual literacy)

What can I see?

What can I hear?

What can I feel?

Art and Design Curriculum Implementation

At Mount Street Academy, the Art and Design curriculum in KS1 is designed to ensure progression and repetition is been carefully built into the sequences of learning. We respect the age of our children and value the role we have in ensuring they have opportunities to explore a wide range of media whilst still ensuring that skills, knowledge and key learning are developed.

The year group specific long-term art curriculums identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects. They link prior knowledge to new learning to deepen children's learning.

Art and design is taught on a weekly basis in KS1 and the allocation of time is valued. In EYFS each classroom and in the outdoor classroom, there is a creative station which children can access daily. There is also a malleable station and opportunities available which strengthen finger muscles and dexterity. Expressive Arts and Design is also taught as a focus each term and children are then provided with opportunities to consolidate their learning through a focused activity. In addition to this there are opportunities provided within the classroom for children to revisit independently and extend upon their learning.

We ensure that our art curriculum includes opportunities for revisiting skills (as well as some artists) and this will support children in retaining what they have learnt and embedded in their long-term memory. As a result, this will improve the rate of progress they make.

Sketchbooks

All children in KS1 will have an individual sketchbook. These are introduced in Year 1. These are used as the primary method of exploring media and developing skills*. Sketch books enable pupils to have a clear view of the progress they are making over time which builds confidence to tackle more demanding work.

** Creativity should not be limited by size and opportunities for 3d and large scale work are included in our art curriculum and may be recorded as photographs or larger pieces in an art folder.*

Art on display

At Mount Street Academy we want to celebrate the art and design work which the children have created, experienced and talked about. Our 'Art Matters' display board shares a snap-shot representation of what art and design looks like at Mount Street and how this is developed over the course of the year. We also display large scale collaborative projects which have been undertaken as a whole school project or as part of a workshop where a practitioner has come into school to work with the children.

Progression of Skills

Our Progression of Skills document defines the specific skills and techniques which will be developed from EYFS to Year 2:

| Early Learning Goal Exploring and using media and materials | |
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| <i>Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i> | |
| 30-50 months | 40-60 months |
| At the end of nursery , children should be secure at 30-50 months and be demonstrating early skills in 40-60 months. (See development matters) | At the end of Reception , children should be secure within the ELG (0-60S). (See Development Matters.) |
| <ul style="list-style-type: none"> • <i>Explores colour and how colours can be changed.</i> • <i>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</i> • <i>Beginning to be interested in and describe the texture of things.</i> • <i>Uses various construction materials.</i> • <i>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</i> • <i>Joins construction pieces together to build and balance.</i> • <i>Realises tools can be used for a purpose.</i> | <ul style="list-style-type: none"> • <i>Explores what happens when they mix colours.</i> • <i>Experiments to create different textures.</i> • <i>Understands that different media can be combined to create new effects.</i> • <i>Manipulates materials to achieve a planned effect.</i> • <i>Constructs with a purpose in mind, using a variety of resources.</i> • <i>Uses simple tools and techniques competently and appropriately.</i> • <i>Selects appropriate resources and adapts work where necessary.</i> |

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| | <ul style="list-style-type: none"> • <i>Selects tools and techniques needed to shape, assemble and join materials they are using.</i> |
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| <p>Early Learning Goal <i>Being imaginative</i> <i>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.</i></p> | |
| <p>30-50 months At the end of nursery, children should be secure at 30-50 months and be demonstrating early skills in 40-60 months. (See development matters)</p> | <p>40-60 months At the end of Reception, children should be secure within the ELG (0-60S). (See Development Matters.)</p> |
| <ul style="list-style-type: none"> • <i>Developing preferences for forms and expression</i> • <i>Uses available resources to create props to support role play</i> • <i>Captures experiences and responses with a range of media such as media, dance and paint or other media or words</i> | <ul style="list-style-type: none"> • <i>Create simple representations of events, people and objects</i> • <i>Chooses particular colours to use for a purpose</i> |

| | Year 1 | Year 2 |
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| Drawing | <ul style="list-style-type: none"> • <i>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, chalk.</i> • <i>Begin to control the types of marks made with the range of media.</i> • <i>Draw on different surfaces with a range of media.</i> • <i>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark areas.</i> | <ul style="list-style-type: none"> • <i>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil and charcoal (apply mark making techniques from year 1 – hatching, cross hatching, stippling, blending etc.)</i> • <i>Draw lines/marks from observations.</i> • <i>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</i> • <i>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</i> |
| | <p>Van Gogh <i>Fishing Boats at Saintes-Maries-de-la-Mer 1888</i> Paul Klee <i>Castle and the Sun 1928</i></p> | <p>Jan Griffier the Elder <i>Great Fire of London</i> Georgia O’Keefe <i>Poppies</i></p> |
| Painting | <ul style="list-style-type: none"> • <i>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers, sponges and pads.</i> • <i>Explore techniques such as lightening and darkening paint without the use of black or white.</i> • <i>Begin to show control over the types of marks made.</i> • <i>Paint on different surfaces with a range of media.</i> • <i>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</i> | <ul style="list-style-type: none"> • <i>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture – e.g. using sawdust or sand.</i> • <i>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</i> • <i>Build confidence in mixing colour shades and tones.</i> • <i>Understand the colour wheel and colour spectrums.</i> • <i>Be able to mix all the secondary colours using primary colours confidently.</i> • <i>Understand the tertiary colours and experiment by mixing them.</i> • <i>Continue to control the types of marks made with the range of media.</i> • <i>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</i> |
| | <p>Matisse <i>The Dessert; Harmony in Red (The Red Room) 1908</i></p> | <p>Edvard Munch – The Scream Georgia O’Keefe – Poppies Van Gogh – Sunflowers</p> |

| | James ImageSkool | Hokusai – Big Wave Traditional Aboriginal Dot Art |
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| 3D/ Sculpture | <ul style="list-style-type: none"> ● Experiment in a variety of malleable media such as clay, plasticine, papier-mache, salt dough. ● Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. ● Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. ● Impress and apply simple decoration techniques, including painting. ● Use tools and equipment safely and in the correct way. | <ul style="list-style-type: none"> ● Use equipment and media with increasing confidence. ● Use clay, poproc (previously known as Modroc) or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure (foil), structure etc... ● Explore the use of natural materials as a media for art in terms of pattern and texture – e.g. environmental sculpture ● (using stones, leaves, feathers, sticks, grasses, shells) or food art |
| | Niki de Saint Phalle | Andy Goldsworthy <i>Environmental sculpture</i> |
| Collage/ Textiles | <ul style="list-style-type: none"> ● Investigate textures by describing, naming, rubbing, copying. ● Produce an expanding range of patterns and textures. ● Begin to understand how colours can link to moods and feelings in art. ● Explore simple weaving techniques e.g based on a colour or season – weave with natural or manmade materials. | <ul style="list-style-type: none"> ● Explore surface patterns/ textures and use them when appropriate. ● Investigate textures and produce a range of patterns. ● Use different media to consider shape, shade, pattern and texture. <p><i>Understand felting as a technique for ‘painting’ an artwork using wool.</i></p> |
| Printing | <ul style="list-style-type: none"> ● Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, bubble printing. ● Experience impressed printing: e.g. printing from objects. ● Use equipment and media correctly and be able to produce a clean printed image. ● Explore printing in relief: e.g. String and card. ● Begin to identify forms of printing: Books, posters pictures, fabrics. ● Use printmaking to create a repeating pattern. | <ul style="list-style-type: none"> ● Demonstrate experience at impressed printing: drawing into ink, printing from objects. ● Use equipment and media correctly and be able to produce a clean printed image. ● Make simple marks on clay or polystyrene tiles ● Take simple prints i.e. mono -printing (using polystyrene tiles). ● Experiment with overprinting motifs and colour. |
| | William Morris | |

Horizontal links across subjects

Linking learning to other subjects

Van Gogh/Matisse/Niki de Saint Phalle – science Plants (Y1) (Y2) Animals (Y1)

Goldsworthy – science seasonal changes (Y1), materials (Y1&2)

William Morris – History: Victorian era (Y1)

Aboriginal Art –Geography: Captain Cook (Y2)

Georgia O’Keefe – Remembrance Day (Y1&Y2)

Artists Revisited:

Matisse – Reception/Year 1/Year 2

Van Gogh – Year 1/Year 2

Klee – Reception/Year 1

Kandinsky – Reception/Year 2

Local links and Cultural Capital

At Mount Street Academy we value the cultural opportunities which our city offers. We know that many of our children will not have experienced these and recognise that it is our responsibility to create experiences which enrich children's knowledge, understanding and passion for art and the potential which it offers for personal development as well as future pathways, such as employment.

We ensure that all children experience a visit to The Usher Art Gallery in order to participate in high quality workshops. Part of the intent of this visit is to enable children to experience the awe and wonder of being in a gallery and appreciating the creativity and breadth of art which is on display. We encourage children to consider how they feel being there, and also to respond to the exhibitions by articulating their emotional responses through discussion, drawing and sculpture.

We ensure that children have the opportunity to work with a local artist in school to broaden their awareness of a range of art forms and to create their own work in the style of the artist in residence.

This year, we are developing links to the local University and inviting students into school to work with children in EYFS to participate in creative opportunities in the visual arts.

Art and British Values

| ART | |
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| Spiritual | Art allows children to develop the ability to enquire and communicate their ideas, meanings and feelings. It allows children to investigate visual, tactile and other sensory qualities of their own and other artists' work. Children are introduced to the work of great artists and experience awe and wonder at these achievements. At the same time, art encourages independent thinking and allows children to have their own thoughts, preferences and opinions. The spiritual child has the ability to reflect and art allows children to do this (both in their own art and the art of others). |
| Moral | Children will develop through the medium of art as lessons incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others, understanding how their comments can build up or destroy another's self-belief. Children will show respect to others. In art, they will learn to receive constructive criticism of their own work. They will also learn that they might not have the same views as another child. This will help them to respect that people think in different ways and have different views. In art, all views will be respected and valued whilst children learn effective and considerate ways to share their own. |
| Social | Children will develop their social skills and understanding through art by working with a partner or in a team, listening to their advice, sharing their own views or ideas and taking responsibility for their role. Pupils often work collaboratively, which requires co-operation and communication. Through school displays, children's work is celebrated. In art, communication skills are encouraged and developed as children discuss their thoughts and opinions to different artists and their work. |
| Cultural | During their time at Mount Street, children will explore art from different cultures and times from around the world. This will lead to a greater understanding of different ways of life and a respect for cultures that are different from our own. Children will learn how different cultures can enrich our own lives. Children will be encouraged to celebrate the heights of human achievement and art will expose children to great accomplishments from a variety of cultures and times. |

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| British Values | <p>Democracy</p> <ul style="list-style-type: none"> ● Children will learn that it is important for everyone to have their own opinions and that they have the right to share them ● Children will take the views and opinions of all children into account <p>The rule of law</p> <ul style="list-style-type: none"> ● Children will understand the importance of safety rules when working with some art equipment <p>Individual liberty</p> <ul style="list-style-type: none"> ● Children will make choices about how to create their art ● Children will be encouraged to express their ideas and opinions ● Children will see that others may have different points of view and that people are allowed to share these views <p>Tolerance</p> |
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- Children will learn about art from other times and other cultures and this will enable them to develop an appreciation and understanding of cultural difference

Mutual respect

- Children will work as a team during group projects
- Children will learn to share their own thoughts and opinions in a considerate and thoughtful way (so as to not damage the self-belief of their peers)
- Children will offer support and advice to others when reviewing artwork

Impact

We know that assessment in Art is not easily measurable. However, we feel that the art and design curriculum is designed in such a way that children have gained a wide range of skills and built up a bank of knowledge about art language, artists and will be able to identify and name key artwork they produce.

We include formal assessment opportunities in drawing through the facilitation of a directed task (e.g. to produce an observational drawing) which can be used to moderate the skills which they are able to apply year on year, with progressively more detailed and technical drawing evident. We aim to provide a broad and rich experience which lays the foundations of their subsequent art journey. Teachers also use formative assessment art and design lessons to inform the support needed for subsequent learning. Teachers identify the more able children and will challenge them further when appropriate. *Teachers refer to the assessment criteria to make judgements, taken from the NSEAD document. This ensures that staff are clear about exactly how skills in art and design are progressive and build over time.*

Assessment information is collected twice a year and analysed by the Art Lead.

Sketch books are an important indicator of progress in KS1. This process provides a comprehensive picture of the quality of art and design in school and of children's own personal engagement in the subject and learning. Our monitoring cycle is developed through action plans which are developed as an ongoing document over the course of the year and feed into the subsequent year. This informs when and what monitoring will be undertaken. Monitoring in art and design includes: sketch books, learning walks, work and displays, pupil and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

In EYFS, Tapestry is used to assess and share creative learning with families and staff. Outcomes are assessed against the early learning goals.