



Art and Design



Art and Design  
Mersey Park Primary School



*Be Nice*



*Work Hard*



*Never Give Up*

## Art and Design at Mersey Park Primary School

### What we teach

At Mersey Park Primary School, the children's journey as artists starts in the Foundation Stage where they progress through the EYFS curriculum: Expressive Arts and Design and on to the National Curriculum in Key Stage One and Two. Our curriculum has been developed through Kapow Primary resources enabling us to provide a progressive curriculum that values Art and Design as an important part of the children's entitlement. We believe that a high quality art education shapes well rounded and confident individuals, so our aim is to provide pupils at Mersey Park with unique, holistic opportunities to unlock their innate creativity and develop their creative competence through artistic expression. In order to do this, we plan for and deliver experiences which allow our pupils to learn a collection of skills; develop their proficiency to use a range of media; and have knowledge about significant artists and art movements, whilst subsequently developing their design skills by expressing their individual interests, thoughts and ideas. At Mersey Park, we pride ourselves in providing all pupils with inclusive, accessible learning experiences which is evident in our art curriculum due to the very nature of the subject. We ensure that all pupils, wherever they start in life, have a high quality cultural education as we believe this should be a right, not a privilege.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works in this subject. As pupils progress along our skills ladder, they become more independent in thinking critically and creatively and develop a more rigorous understanding of the subject. They also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### How we teach it

We have adopted the Kapow scheme of work for art and have ensured the planning matches our whole school plans for foundation subjects. Art and Design is a natural form of expression and source of great pleasure for most pupils. As a school, we encourage our pupils to have a growth mindset in all curriculum areas as it promotes a positive learning attitude. We feel this approach to learning is particularly important during our art lessons as exploration is encouraged and mistakes are reflected upon consistently as we perceive them as important parts of the learning journey. This is evident in the children's sketchbooks; a space where they can take risks and explore creatively and critically. Without this process they would not produce the individualised outcomes which we believe exhibit the learning that has taken place.

Art days and art weeks are often embedded within topics but can also be delivered discretely. These themed days/weeks allow the children to work both independently and collaboratively and become fully immersed in a variety of high quality creative activities where they get the opportunity to develop their skills and express their creative ideas in a supportive and inclusive environment. The children are also given the valuable opportunity to visit local galleries as we feel this experience contributes to a high quality cultural education and teaches them the aspirational aspect of the subject.

The children are taught a variety of techniques and given a range of materials and tools which they are then encouraged to explore in their sketchbooks. Sometimes class sketchbooks are also used for collaborative work and to record a variety of finished pieces. This is clearly set out in the Progression of Skills planning document, which has been carefully structured to allow lots of opportunities for children to practise and embed key skills and concepts.

A strong focus for teaching is the use of correct technical vocabulary. Teachers carefully plan the language they use during their sessions and model, through discussion and subject specific vocabulary to help embed this language in the children's long term memory. This is also reinforced through the use of lesson specific word banks which support the children to appraise their own work and respond to the work of others.

Teachers are provided with opportunities to develop their own subject knowledge through sharing good practice and peer observations. The children are taught art, discreetly and as part of their termly topic work. These can be found in our long term plan.

### **SMSC through Art**

Through the study of Art and design, the children are able to explore ideas, feelings and meanings, making personal sense of their own creative work. The children study the work of artists, designers and other sources. Through discussions and critiques they are able to explore moral issues, make value judgements and express personal views. Through group work, discussion and displays they have the opportunity to share and value each other's ideas. The art curriculum provides the children with the opportunity to develop a deeper understanding of past and contemporary issues by exploring this through theoretical and practical activities. They are taught to recognize how images and artefacts influence the way people think and feel and understand the ideas, beliefs and values behind their making, relating art to its cultural context.

### **Impact**

Through our engaging art curriculum, we give our pupils many opportunities for creative success and feel confident that they leave primary school with the skills and knowledge necessary to progress to the next stage of their art education. We assess the subject holistically and over time. To do this, we use the Kapow assessment of knowledge and skills spreadsheet. Teachers use this information to inform future lessons; ensuring children are supported and challenged appropriately. This data is analysed to inform and address any trends or gaps in attainment. Further information is gathered through pupil voice; highlighting strengths and achievement and any improvements, knowledge and skills that still need to be embedded.

Final end of year assessments are made using teacher judgements and assessment criteria that has been developed in line with the National Curriculum and Kapow. This identifies the level in which the child is working. Class teachers record assessment outcomes using the tracking grid and the subject leader analyses gaps in knowledge and skills. Actions are identified and followed up.

Children in Foundation Stage are assessed within Expressive Arts and Design and their progress is tracked termly. Age related expectation levels are reported to parents at the end of the reception year.

By the end of KS2 we aim to have produced pupils who feel able to express themselves artistically and feel assured in their own abilities, skills and knowledge. We aim to provide our children with the ability to appreciate, appraise and discuss the works of art of a wide range of artists, crafts people, sculptors and designers using technical language, and feel confident in their own opinions and views.

## Art and Design Subject Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>F1</b>	<p><b>Marvellous Marks</b> <b>Drawing – Link to Autumn and Humpty Dumpty Topics</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p>Use a range of drawing materials such as, pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>		<p><b>Paint my World</b> <b>Painting and mixed media – Link to Incy Wincy Spider Topic</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome</p>	<p><b>Let’s get Crafty</b> <b>Craft and Design - Link to The Three Little Pigs</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p>Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</p>	<p><b>Creation Station Sculpture and 3D – Link to Stick Man and Life cycles Topics</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p>Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	
<b>F2</b>	<p><b>Marvellous Marks</b> <b>Drawing – Link to Families and Autumn Topics</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Use a range of drawing materials such as, pencils, chalk, felt tips and wax crayons. Work on a range of materials of different textures (eg. playground, bark). Begin to develop observational skills by using mirrors to include the main features of faces in their drawings.</p>		<p><b>Paint my World</b> <b>Painting and mixed media – Link to Winter theme</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Explore paint including different application methods (fingers, splatter, natural materials, paintbrushes.) Use different forms of ‘paint’ such as mud and puddles, creating a range of artwork both abstract and figurative. Use mixed-media scraps to create child-led artwork with no specific outcome</p>	<p><b>Creation Station Sculpture and 3D – Link to Traditional Tales theme</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Push, pull and twist a range of modelling materials to affect the shape. Create child-led 3D forms from natural materials. Join materials in different ways e.g. using sticky tape to attach materials, making simple joins when modelling with playdough.</p>	<p><b>Let’s get Crafty</b> <b>Craft and Design - Link to Pirates theme</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> <li>ELG: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <p>Design something and stick to the plan when making. Cut, thread, join and manipulate materials with instruction and support, focusing on process over outcome.</p>	
<b>Year 1</b>	<p><b>Woven Wonders</b> <b>Craft and Design- Link to Toys topic</b></p> <p>Beginning to develop skills such as measuring materials, cutting and adding decoration</p> <p><b>Judith Scott Cecilia Vicuña</b></p>		<p><b>Make your Mark</b> <b>Drawing- link to Food topic</b></p> <p>Using a range of drawing materials Observational skills Experimenting with paint</p> <p><b>Renata Bernal, Ilya Bolotowsky Zaria Foreman Wassily Kandinski Bridget Riley</b></p>	<p><b>Paper Play</b> <b>Sculpture and 3D- link to Buildings topic</b></p> <p>Manipulate a range of modelling materials Joining and fixing materials Creating 3D forms from imagination</p> <p><b>Marco Balich Louise Bourgeois Samantha Stevenson</b></p>	<p><b>Colour Splash- Painting and Mixed Media- linked to Seaside topic</b></p> <p>Experimenting with paint, using a variety of tools to apply paint to surfaces Exploring colour mixing Describing differences and similarities</p> <p><b>Clarice Cliff Jasper Johns Seurat</b></p>	

Year 2	<b>Life in Colour</b> <b>Painting and Mixed Media- linked to science Materials and Transport topic</b> Exploring different media and techniques Experimenting with sketchbooks. Further develop observation skills Develop control with media Make links between pieces of art Romare Bearden		<b>Tell a Story</b> <b>Drawing- link to Literacy Traction</b> <b>Man and Not Now Bernard</b> Exploring different media and techniques Surface texture through mark making Talk about how to improve their work Quentin Blake	<b>Map it Out</b> <b>Craft and Design- Link to Katie Morag Topic</b> Use hands and tools with confidence Following a plan for a making process, modifying and correcting Talk about art with appropriate vocabulary Josef Albers Matthew Cusick Eduardo Paolozzi Maggie Scott Kim Soon-Im Susan Stockwell	<b>Clay Houses</b> <b>Sculpture and 3D- link to Time Detectives topic</b> Develop an understanding of sculpture to construct and model simple forms Develop basic skills for shaping and joining clay Explain their ideas and opinions with reasons Rachel Whiteread Ranti Bam
Year 3	<b>Unique UK Designers</b> <b>Craft and Design- Unique UK topic</b> Use sketchbooks for a wider range of purposes. Drawing with expression. Drawing through direct observation using tonal shading		<b>Abstract Shape and Space</b> <b>Sculpture and 3D- link to Liverpool</b> Anthony Caro Ruth Awasa	<b>Growing Artists</b> <b>Drawing- Link to Science Plants</b> Generate ideas forma range of stimuli and carry out simple research Develop drawing through further direct observation understanding shape to communicate form and proportion Carl Linnaeus Georgia O’Keefe Maud Purdy	<b>Prehistoric painting</b> <b>Painting and mixed media-linked to Science- Rocks</b> Use sketchbooks for a wider range of purposes Applying an understanding of shape to communicate form and proportion Use a variety of paint techniques
Year 4	<b>Power Prints</b> <b>Drawing- Link to Roman Britain topic</b> Use sketchbooks purposefully Use a growing knowledge of different drawing materials Fernando Botero Alberto Giacometti Henri Matisse Henrt Moore Ed Ruscha George Seurat	<b>Light and Dark</b> <b>Painting and mixed media</b> <b>Linked to Science-Light</b> Applying observational skills, showing a greater awareness of composition and develop individual style Develop greater skill and control using paint Audrey Flack Clara Peters	<b>Fabric of Nature</b> <b>Craft and Design- link to Passport to Europe Topic</b> Showing an understanding of appropriate finish and presenting work to a good standard Learning new making techniques Building a more complex vocabulary when discussing their own and others’ art Ruth Daniels Seneka Senananyake William Morris Megan Carter		<b>Mega Materials – link to Vikings (Sutton Hoo)</b> <b>Sculpture and 3D</b> Choosing and adapting collage materials to create contrast and consider overall composition Use more complex joining techniques Using their own experiences of techniques and making processes to explain how art works may have been made El Anatsui Sokari Douglas-Camp Barbara Hepworth Magdelene Odundo Jaume Plensa

<p style="text-align: center;"><b>Year 5</b></p>	<p><b>Portraits- Painting and Mixed Media- link to literacy ‘Me’ poem</b>  <b>I Need Space- Drawing- link to science Space</b>          Developing ideas more independently from their own research          Use a broader range of stimulus to draw from          Apply known techniques to a range of media  <b>Teis Albers</b>  <b>Karen Rose</b></p>	<p><b>Architecture Craft and Design- link to Ancient Greece</b>          Designing and making art for different purposes and begin to consider how this works in creative industries such as Architecture          Researching and discussing ideas and approaches of artists  <b>Zaha Hadid</b>  <b>Friedensreich Hundertwasser</b></p>	<p><b>Interactive Installation Sculpture and 3D- link to Our Natural World topic</b>          Investigating scale when creating forms in three dimensions          Exploring a greater range of materials to create 3D forms e.g. wire and found materials          Persevering when constructions are challenging and work to problem solve independently  <b>Cai Guo-Qiang</b></p>	<p><b>Make My Voice Heard</b>  <b>Drawing- link to Mayan Civilisation</b>          Drawing expressively in their own style to their choice of stimulus          Applying new drawing techniques to improve their mastery of materials and techniques  <b>Dan Fenelon</b>  <b>Diego Rivera</b>  <b>Leonardo Da Vinci</b></p>
<p style="text-align: center;"><b>Year 6</b></p>	<p><b>Photo Opportunity</b>  <b>Craft and Design- link to Science Light</b>          Develop personal imaginative responses to a design brief, using independent research          Justify choices made during a design process, explain how the work of creative practitioners have influenced their final outcome</p>	<p><b>Portraits- Science Evolution</b>  <b>Painting and Mixed media</b>          Manipulating paint and painting techniques to suit a purpose, making choices based on their experiences          Working in a sustained way over several sessions to complete a piece.</p>	<p><b>Artist Study</b>  <b>Painting and Mixed Media</b>          Analysing and describing the elements of other artists work e.g. the effect of colour or composition          Create collage in response to a stimulus.          Working collaboratively on a larger scale</p>	<p><b>Making Memories</b>  <b>Sculpture and 3D</b>          Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.          Combine materials and techniques appropriately to fit with ideas.          Confidently problem-solve, edit and refine to create desired effects and end results.</p>

## Art and Design - Early Years

### Development Matters

Birth to Three	Three and Four Year Olds (Foundation 1)	Children in Foundation 2
<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>● Develop manipulation and control.</li> <li>● Explore different materials and tools.</li> </ul> <p><b>Expressive Art and Design:</b></p> <ul style="list-style-type: none"> <li>● Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>● Start to make marks intentionally.</li> <li>● Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>● Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>● Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>● Use their imagination as they consider what they can do with different materials.</li> <li>● Make simple models which express their ideas.</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>● Choose the right resources to carry out their own plan.</li> <li>● Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> </ul> <p><b>Expressive Art and Design:</b></p> <ul style="list-style-type: none"> <li>● Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>● Develop their own ideas and then decide which materials to use to express them.</li> <li>● Join different materials and explore different textures.</li> <li>● Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>● Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>● Use drawing to represent ideas like movement or loud noises.</li> <li>● Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>● Explore colour and colour mixing.</li> </ul>	<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>● Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>● Develop overall body-strength, balance, coordination and agility.</li> </ul> <p><b>Expressive Art and Design:</b></p> <ul style="list-style-type: none"> <li>● Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>● Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>● Create collaboratively, sharing ideas, resources and skills.</li> </ul>

### Early Learning Goals

<p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>● Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>● Begin to show accuracy and care when drawing.</li> </ul> <p><b>Expressive Art and Design:</b></p> <ul style="list-style-type: none"> <li>● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>● Share their creations, explaining the process they have used.</li> </ul>
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## Art and Design National Curriculum Subject Content

### Key Stage 1

Pupils should 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

### Key Stage 2

Pupils should be taught 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.

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