



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.

Year 2	Life in Colour Painting and Mixed Media- linked to science Materials and Transport topic Exploring different media and techniques Experimenting with sketchbooks. Further develop observation skills Develop control with media Make links between pieces of art Romare Bearden		Tell a Story Drawing- link to Literacy Traction Man and Not Now Bernard Exploring different media and techniques Surface texture through mark making Talk about how to improve their work Quentin Blake	Map it Out Craft and Design- Link to Katie Morag Topic 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	Clay Houses Sculpture and 3D- link to Time Detectives topic 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	Woven Materials Craft and Design Use a range of materials to create woven art work Use dyes to create tie-dye patterns Anni Albers		Abstract Shape and Space Sculpture and 3D- link to Liverpool Anthony Caro Ruth Awasa	Growing Artists Drawing- Link to Science Plants 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	Prehistoric painting Painting and mixed media-linked to Science- Rocks 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	Power Prints Drawing- Link to Roman Britain topic Use sketchbooks purposefully Use a growing knowledge of different drawing materials Fernando Botero Alberto Giacometti Henri Matisse Henrt Moore Ed Ruscha George Seurat	Light and Dark Painting and mixed media Linked to Science- Light Applying observational skills, showing a greater awareness of composition and develop individual style Develop greater skill and control using paint Audrey Flack Clara Peters	Fabric of Nature Craft and Design- link to Passport to Europe Topic 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		Mega Materials – link to Vikings (Sutton Hoo) Sculpture and 3D 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;">Year 5</p>	<p>I Need Space- Drawing- link to science Space 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 Teis Albers Karen Rose</p>	<p>Architecture Craft and Design- link to Ancient Greece 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 Zaha Hadid Friedensreich Hundertwasser</p>	<p>Interactive Installation Sculpture and 3D- link to Our Natural World topic 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 Cai Guo-Qiang</p>	<p>Make My Voice Heard Drawing- link to Mayan Civilisation Drawing expressively in their own style to their choice of stimulus Applying new drawing techniques to improve their mastery of materials and techniques Dan Fenelon Diego Rivera Leonardo Da Vinci</p>
<p style="text-align: center;">Year 6</p>	<p>Photo Opportunity Craft and Design- link to Science Light 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>Portraits- Science Evolution Painting and Mixed media 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>Artist Study Painting and Mixed Media 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>Making Memories Sculpture and 3D 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>

Mersey Park Primary School ART Content within units of work F1-6				
	Drawing	Sculpture and 3D	Craft and Design	Painting and Mixed Media
F1 and F2	The children will discuss their ideas and explore various ways to record them. They will experiment with mark making in an exploratory way. Children will use a range of drawing materials such as pencils, chalk, felt tips and wax crayons. They will also be working with a variety of materials of different textures. Their observational skills will begin to develop by using mirrors to include main features of faces within their self-portraits. Children will evaluate theirs and others' work.	The children will explore and play with clay and Playdough to make child-led creations. They will be creating various shapes out of modelling materials by twisting, pushing and pulling. Children will be exploring different ways to join materials along with making simple joins when modelling. Children will discuss what went well.	The children will be planning and designing their own creations. With simple instruction and support, the children will be able to cut, thread, join and manipulate materials. They will be looking at pre-existing artwork and discussing it with their peers and adults.	The children will explore different ways to paint and will explore a range of media according to their interests and ideas. They will be exploring various application methods and will use different forms of 'paint', creating a range of abstract and figurative artwork. Children will be evaluating their finished artwork, focussing on what they did well.
Year 1	The children will know how to create different types of lines . They will explore line and mark-making to draw water. They will develop an understanding of mark making. They will apply an understanding of drawing materials and mark making to draw from observation .	The pupils will roll paper tubes and attach them to a base securely. They will make choices about their sculpture. They will shape paper strips in a variety of ways to make 3D drawings and glue their strips to a base in an interesting arrangement. They will create a sculpture that includes several different techniques for shaping paper . They will then paint their sculptures with good technique, ensuring good coverage.	They will independently choose and measure lengths of wool and join wool sections together and adjust their wrapping technique if something doesn't work well. They will select colours and materials thoughtfully. The work will involve weaving with paper , achieving a mostly accurate pattern of alternating strips. They will compare their work to relevant artwork and will discuss the choices they make and evaluate their finished work.	Pupils will name the primary colours and mix primary colours to make secondary colours. They will learn to apply paint consistently to their printing materials to achieve a print and will use a range of colours when printing. They will mix five different shades of a secondary colour . They will be able to describe their finished products.
Year 2	Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.	Children will explore how clay can be shaped with their hands and learn some basic modelling skills . They will practise using the 'score and slip' clay joining technique and make their own pinch pot and decorate it by joining clay shapes. They will experiment with working positively and negatively into a clay surface . They will then use their drawn designs to guide them through the making process, applying what they've learned about rolling, joining and pressing into clay to create their clay pieces.	Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas. (linked to Katie Morag Topic)	In this unit children will develop colour mixing skills . They will be learning about the work of artists and create textured papers using paint. Children will compose collages inspired by their exploration of colour and texture in the world around them.

Year 3	<p>The children will explore the difference between organic and geometric shapes. And use these shapes to form the basis of a detailed drawing.</p> <p>They will use shading to demonstrate a sense of light and dark in their work and be able to shade with a reasonable degree of accuracy and skill.</p> <p>They will then make considered cuts and tears to create their ideas.</p> <p>They will draw a framed selection of an image onto a large scale with some guidance.</p>	<p>Pupils will try out different ways to make card shapes three dimensional.</p> <p>They will make a structure that holds its 3D shape and explain the difference between 2D and 3D art.</p> <p>They will combine shapes together to make an interesting free-standing sculpture and try out more than one way to create joins between shapes.</p> <p>They will identify familiar 2D shapes in photographs and identify shapes in the negative space between objects.</p> <p>They will plan an abstract sculpture based on play equipment and show that they have learned how to shape materials in more than one way.</p> <p>They will choose appropriate methods for joining elements in their sculptures.</p>	<p>Children will be exploring different techniques to be used with materials which can then be applied to any project. They will learn to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills.</p>	<p>In this unit the children will be discovering how and why our ancient ancestors made art, experimenting with natural materials to make homemade paints and playing with scale to paint on a range of surfaces.</p>
Year 4	<p>Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p>	<p>By loosely playing around with shapes, Kenyan artist Magdalene Odundo creates ideas for her ceramic pots, and children will work in the same way, with space around them, using chalk and their whole bodies to make long sweeping arm movements. Children use a variety of tools to carve a piece of soap into a sculpture. Children work with wire, bending and twisting it to create the form of a fish, using smaller pieces of wire to add features.</p> <p>Children will explore different ways to join materials and create their own 3D piece using materials destined for recycling.</p>	<p>Using the European nature as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>	<p>The children will be developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p>
Year 5	<p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p> <p>They will know how line is used beyond drawing and can be applied to other art forms.</p> <p>Children will be exploring the purpose and impact of images from the 'Space race' era of the 1950s and 60s; developing independence and decision-making using open-ended and experimental processes; combining drawing and collagraph printmaking to create a futuristic image.</p>	<p>Pupils will learn about installation art. They will look at and justify their opinions about existing installation art and create their own installation art designs in cardboard boxes.</p> <p>They will plan and make an installation model or space and describe how their design portrays a particular theme or message.</p> <p>They will investigate how scale, location and interactive elements affect the way visitors experience installation art.</p>	<p>Children will be investigating the built environment through drawing and printmaking, learning about the work of an architect, creatively presenting research on an artist and exploring the symbolism of monument design.</p>	

Year 6		<p>The children will be creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p> <p>Consolidation of skills acquired throughout art curriculum.</p>	<p>Pupils will be developing photography skills and techniques to design a range of creative photographic outcomes.</p> <p>They will explain how a new image can be created using a combination of other images and understand what photomontage is and recognise how artists use photography.</p> <p>They will use recording devices and available software with confidence. In this unit they will use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects and use editing software to change their image, reflecting an artist's style.</p> <p>They will use a grid to translate a photograph to a drawn image that is mostly correctly proportioned and create a final painting or drawing* with tonal differences that create a photo-realistic effect.</p> <p>Consolidation of skills acquired throughout art curriculum.</p> <p><i>*Drawing Unit</i></p>	<p>The children will be Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.</p> <p>They will create a self-portrait that aims to represent something about them.</p> <p>They will show they have considered the effect created by their choice of materials and composition in their final piece.</p> <hr/> <p>The children will be Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p> <p>They will select an appropriate artist.</p> <p>Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.</p> <p>Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.</p> <p>Consolidation of skills acquired throughout art curriculum.</p>

Art and Design - Early Years

Development Matters

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

Early Learning Goals

<p>Physical Development:</p> <ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing. <p>Expressive Art and Design:</p> <ul style="list-style-type: none"> ● 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.

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.