

Art and Design Curriculum Intent

“Art, craft and design embody some of the highest forms of human creativity. 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 of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” National Curriculum 2014

Art is the physical experience of creating imaginative images and constructing them in either a two dimensional or three dimensional form to show how the individual has reacted to the initial visionary image. Every individual reacts differently to the experiences given and therefore art is an excellent medium in which children may express their personal feelings.

Design is the plan that shows the details of how something is to be constructed. It is the arrangement of the elements of a work of art or artefact that helps the individual to visualise the final outcome of work.

At Villiers Art and Design is taught through a Creative Curriculum, alongside History, Geography and Design Technology, where possible. We believe this enriches and enhances all the lessons taught, inspiring and encouraging children to make connections. Art and Design runs throughout all these areas, so children can see how Art can be a political tool or used to represent features in a landscape. They can see the beauty and precision of scientific technical drawing and see how drawings can transfer into a building, product or 3D work of art. To enhance the learning they undertake in lessons, children are encouraged to complete their own Art and Design projects at home, compete in school, and national competitions (linked to the Environment and wider world issues). We want the children to see Art and Design as something that touches and enriches every area of their lives.

Covid catch up plan

To ensure all missed Art and Design skills are covered, staff will go back to previous year's learning to assess and reinforce where necessary. In the MTPs Art skills are repeated a number of times throughout the year, especially in drawing, painting, design and evaluation and build up gradually as children move up the school, giving pupils the opportunity to develop any skills missed.

In addition, after the Spring 2021 Lockdown the Art and Design Planning was revised, so all skills could be taught by the end of Summer 2021.

Aims of the Curriculum

An Art and design Curriculum must provide an experience, based upon a mixture of disciplines and freedoms, which is both imaginative and constructive. Its purpose should be to create a balance between the forces of human personality and the rational and logical processes. What the child is given should be balanced with what he or she is capable of discovering for themselves.

The Art and Design curriculum is planned to support the children to develop a love of creating and responding to art. Specifically the Curriculum is designed for the children to:

- Undertake a balanced programme of art, craft and design activities which clearly build on previous work and take into account previous achievement.
- Work individually, in pairs, in groups and as a whole class.
- Make appropriate use of ICT.

- Use a variety of media and materials
- Work in 2D and 3D and on a variety of scales
- Use the outside space both as inspiration and as a material.
- Develop their skills, both creatively and technically.
- Encourage experimentation and imagination. Foster original thought and different ways to complete the same brief.
- Evaluate their own work and that of their peers. Develop the use of the sketchbook as a way of improving their own skills and evaluating their work.
- Discuss how their work should be displayed and assist in this process.
- Understand and appreciate art in a variety of styles from a variety of cultures.
- Stimulate children's creativity and imagination by providing visual, tactile and sensory experiences and a unique way of understanding and responding to the world in which they live, both locally and globally.
- Develop children's understanding of colour, form, texture, pattern and their ability to use materials and process to communicate ideas, feelings and meanings.
- Explore with children ideas and meanings through the work of artists, craftspeople and designers, and help them to learn about their different roles and about the functions of art, craft and design in their own lives and in different times and cultures to communicate ideas, opinions and feelings.
- Help children to learn how to make thoughtful judgements and aesthetic and practical decisions and become actively involved in shaping environments.

Basic Skills at Villiers Primary School

Reasoning skills enable children to:

- give opinions.
- to draw and make deductions.
- to use precise language to explain what they think.
- make judgements and decisions informed by reasons and/or evidence.

Enquiry skills enable children to:

- ask relevant questions.
- pose and define problems.
- predict outcomes and anticipate consequences.
- test conclusions and improve ideas.

Creative thinking skills enable the children to:

- evaluate information.
- judge the value of what they read, hear and do.
- develop criteria for judging the value of their own and others work or ideas.
- have confidence in their judgements.

Working at home enables the children to:

- explore ideas
- collect visual and other information and materials to support the development of ideas.

Find out about the work of other artists, crafts people and designers by visiting galleries, museums, libraries and the internet.

Early Years Curriculum

The Early Years Foundation Stage (EYFS) is the statutory framework that sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

In the Early Years Art and Design is taught through half termly topics, according to the children's interests. Topics in Nursery have included Growing, Ourselves, People Who Help Us and The Farm. Topics in Reception have included Fairy Tales, The Zoo, Space and Winter Wonderland. Staff plan following the new EYFS curriculum 2021, taking into account the needs and development of the children. Art and Design skills link with other key areas of the Curriculum including Physical Development and understanding the World.

The key skills that children are expected to achieve by the end of EYFS are to:

- Explore colour and how colours can be changed.
- Understand that lines can be used to enclose a space, and then begin to use these shapes to represent objects.
- Begin to be interested in and describe the texture of things.
- Explore what happens when they mix colours.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Construct with a purpose in mind, using a variety of resources.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and adapts work where necessary.
- Select tools and techniques needed to shape, assemble and join materials they are using.

KS1/KS2 Curriculum

- Art and Design will be taught within a designated 1 hour lesson each week from Years 1-6, in classrooms.
- Preparation to be carried out by the class teacher, teaching assistants and child monitors (with supervision).
- All Art materials are stored in an Art store located in Year 4.
- Materials to be collected and returned from the Art Store before the start and the end of the day. Staff are to take only what they need.

- Child monitors to be trained to tidy away in time for the next lesson to begin.
- Display of work to be carried out by the class teacher or teaching assistant, with consultation with the children. Displays to be changed half termly.
- Every child in Year 1 will be given a sketchbook, which will be passed up to the next year group to continue until completed. When complete the finished sketch book should be saved and continue to be passed up to show progression.
- Visits to Bilston and Wolverhampton Art Gallery will be arranged by class teachers as appropriate
- Villiers Primary School teaches the Art and Design Curriculum through detailed Medium Term Topic Plans giving lesson content, which is progressive and based on National Curriculum guidelines 2014.

Programmes of Study KS1 and KS2

National Curriculum in England: Art and Design Programme of Study

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. 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 of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

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

Topic Overview for Villiers Primary School

(Taught alongside Humanities and DT)

Year Group	Autumn	Spring	Summer
1	All About Me School and the Local Area	Toys Weather and Seasons	IBN Battuta and Explorers Around the World
	Remembrance Day School and the Local Area	Schools Weather and Seasons	Seaside holidays Seasides
2	Great Fire of London/Bonfire Night UK Countries and Capital Cities	Heroes (Significant Individuals) Seas and Oceans	Walter Tull Africa (contrasting with local area)
			George Stephenson Africa (contrasting with local area)
3	Local Area, Our High street Local Area-Our Street	Stone Age to Iron Age Britain Italy, compare to local area	Roman Empire and its impact on Britain Study of a region in UK
	Stone Age to Iron Age Britain The Geography of Europe	Roman Empire and its impact on Britain Italy, compare to local area	Books through time Study of a region in UK

4	<p>Britain's Settlements – Anglo Saxons and Scots.</p> <p>The Vikings and Anglo-Saxons. Edward the Confessor</p> <p>Settlements</p> <p>Local area settlement – land use etc</p>	<p>Egyptians</p> <p>Rivers (River Nile)</p> <p>Water Cycle</p>	
5	<p>Maya</p> <p>South America</p>	<p>Explorers, Migration, journeys to Britain</p> <p>Weather and Climate</p>	<p>Local Study –</p> <p>Local History School</p> <p>Local Study</p>
	<p>Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs)</p> <p>Brazil</p>	<p>Explorers, Migration, journeys to Britain</p> <p>Mountains</p>	
6	<p>Children in World War 2</p> <p>Extended Period of Study</p> <p>Trading and Economics</p>	<p>Crime and Punishment</p> <p>Storms, earthquakes and volcanoes</p>	<p>Ancient Greece</p> <p>Our Changing World (weathering, erosion, climate change)</p>

History

Geography

Art and Design Long Term Plan

(Taught alongside Humanities and DT)

Year Group	Autumn	Spring	Summer
1	<p>Aims:</p> <ul style="list-style-type: none"> - 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 <p>Vocabulary: artist, designer, craft maker, observe, drawing, sketch, pencil, crayon, wax crayons, pen, pastel, charcoal, light, dark, line, paint, watercolour, portrait, landscape, pattern, tone, textile, stitch, knot, fray, fringe, pull, thread, twist, plait, dye, fabric, shape, form, clay, clay, papier Mache, Salt dough, Modroc.</p>		
	<p><u>All About Me (including Toys, School and the Local Area)</u> <u>Memory Box/Childhood/Street Detectives</u></p> <p>By:</p> <ul style="list-style-type: none"> - learning drawing techniques -pencils - using pastels, charcoal - colour wheel, mixing primary colours - drawing and painting portraits - painting the local area - sculpting, using natural materials and clay - simple block printing using natural materials, - collage using textiles - simple stitching – running stitch -recording ideas in their sketchbook <p>Artists:</p> <p>Barbara Walker (Black British female artist) Van Gogh (Dutch Post-Impressionist Male artist) Faye Hsu (Female Asian artist) Paula Woof (Female local artist) Kevin Williams (Male local artist)</p> <p>Sculptors:</p> <p>Andy Goldsworthy (Male Environmental Art British artist) Ana Mendieta (Female Cuban American artist) Henry Moore (Male Modernist British artist) Barbara Hepworth (Female Modernist British artist)</p>	<p><u>Around the World (including Island Life/IBN Battuta and Explorers)</u> <u>Land Ahoy</u></p> <p>By:</p> <ul style="list-style-type: none"> -drawing techniques -pencils - using coloured pencils, pastels - watercolour - washes - sculpting, using clay (patterns, painting) - block printing using natural materials, - Traditional world fabrics – floral patterns - paper weaving - simple stitching –running stitch -recording ideas in their sketchbook <p>Artists:</p> <p>Wasantha Namaskara (Black Sri Lankan male artist) Diane Britton Dunham (American Black female artist)</p> <p>Sculptors:</p> <p>Nakazzi Hutchinson (Female Jamaican artist)</p> <p>Designer and Craft Maker:</p> <p>Gunta Stolz (German female chair maker)</p>	

<p>Y2</p>	<p>Aims:</p> <ul style="list-style-type: none"> - 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 <p>Vocabulary: artist, designer, craft maker, observe, drawing, light, dark, line, paint, watercolour, portrait, landscape, pattern, textile, stitch, knot, fray, fringe, pull, thread, twist, plait, dye, fabric, shape, form, clay.</p>	
	<p>Fire (<u>Great Fire of London / Bonfire Night</u>) <u>Bright Lights, Big City</u></p> <p>By:</p> <ul style="list-style-type: none"> - recording ideas in their sketchbook - sketching techniques – still life - using charcoal – blending, smudging - paint – lightening and darkening, mixing, using different brush sizes, mixed media - sculpting, using clay – pinch, roll, carving, painting - simple block printing using natural materials, - collage using textiles - simple weaving with fabric <p>Artists: John Michael Wright Sir Peter Lely (English Male artists) Giuseppe Arcimboldo (Italian male painter)</p> <p>Craft Makers: Stuart textile makers The Weaver’s Company</p>	<p>Africa (<u>contrasting with local area</u>)</p> <p>By:</p> <ul style="list-style-type: none"> --recording ideas in their sketchbook drawing – lines, using various media to draw onto different paper and materials - paint – watercolour- mixing colours, lightening and darkening colours, without the use of white and black paint, colour wheel - sculpting tiles using clay – carving, paint - printing with 2 colours -dyeing and modifying fabrics <p>Artists: John Constable (British male artist) Edward Saidi Tingatinga (Black Tanzanian painter)</p> <p>Craft Makers: Justine Aldersey- Williams (Female British designer)</p> <p>Designers: Traditional and modern African wax prints Khady Sy Savane (Female French designer of African descent) Laura Ashley (English female textile designer)</p>
	<p>Heroes (<u>Famous people</u>) <u>Movers and Shakers/Heroes and Villains/Moon Zoom</u></p> <p>By:</p> <ul style="list-style-type: none"> -recording ideas in their sketchbook -drawing and sketching – pencils, pens, wax crayons - paint – watercolour - lightening and darkening, mixing, using different brush sizes, mixed media - sculpting busts using clay – pinch, roll, carving, painting -manipulating photographs - simple mono printing /impressed printing - Modifying textiles - painting, by knotting, fraying, fringing, pulling threads, twisting, plaiting, stitching <p>Artists: Hans Holbein the Younger (German Male court painter to Henry VIII) Annie Leibovitz (Jewish American female photographer of famous celebrities) Tai-Shan Schierenberg (British born artist of Chinese and German descent)</p> <p>Sculptors: Charley Palmer (Black American artist)</p> <p>Craft Makers: Elizabeth Catlett (Black American printmaker)</p> <p>Designers: Vivienne Westwood (British female clothing designer) and Rhianna (Barbadian designer of Fenty clothing) Jock Kinnear and Margaret Calvert (British designers of UK road signs)</p>	

Y3 Aims:

- 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.

Vocabulary: artist, designer, craft makers, architect, observe, drawing, intricate, dimension, perspective, grades, pattern, texture, media, paint, watercolour, portrait, landscape, pattern, blocking in colour, embroidery, sculpture, marquettes, Modroc, armature, clay, recycled, pinch, stab, coil, effect

**Stone Age to Iron Age
Britain Tribal Tales**

By:

- using sketchbooks to explore, record, sketch and build on ideas
- drawing – using charcoal to shade 3D, pastels to show light/shade
- painting in the style of Stone-Age cave painters, using a wash, light, dark and complimentary colours and mixing colours, shades and tones.
- sculpture - clay – rolling and carving stone balls, using natural materials
- printing – mono printing
- textiles – dying with natural dyes, adding simple embellishments

Artists:

Lascaux Cave paintings
Kapilash Nadarajah (Sri Lankan Asian male artist)

Pablo Picasso (Spanish Cubist male artist)
Grace Divine (black American artist).

Sculptors and Craft Makers:
stone age crafts people

Designers:

Mary Katrantzou (British female)
Anna Sui (Chinese American female)

**Roman Empire I am
Warrior**

By:

- using sketchbooks to explore, record, sketch and build on ideas
- drawing – pencils, wax crayons, pens 3D
- painting – mixing colours, including skin tones, choosing brush size, large scale, watercolours
- sculpture – pinching, carving, manipulating clay
- printing – making own blocks

Textiles – changing and modifying fabrics

Artists:

Margaret Godfrey (American female water colourist)

Sculptors:

Thutmose ‘Bust of Queen Nefertiti’ (1340 BC)

Ah Xian (Chinese male sculptor) ‘China China – Bust 71’

Craft Makers:

Wall frescos from Pompeii and Herculaneum
Roman jewellery and the Craftsmen that made them

Architects:

Zaha Hadid (Iranian female architect)
Frank Lloyd Wright (American male Architect)
Tom Wright (British male)

Study of a region in UK

By:

- using sketchbooks to explore, record, sketch and build on ideas
- drawing – sketching designs, using a variety of media to show colour and design, mixed media (paper collage)
- painting – mixing colours, including skin tones, choosing brush size, perspective and complimentary colours, stylisation
- sculpture - pinching, carving, manipulating clay, adding clay
- printing – 3 colours
- textiles – dying fabric, embellishing and modifying fabric

Artists:

Henry Warren (English male artist) Miss Theodosia Hinckes and Mrs Rebecca Moore (English female watercolour painters)

Sculptors:

Sarah Tombs (Female British artist)
Tessa Pullan (Female British artist)
Miles Davies (Male British artist)
Ceramicist Akiko Hirai (Female Asian sculptor)

Stoke on Trent female pottery maker Clarice Cliff/ Glasgow designer and craftsman Charles Rennie Mackintosh/ Japanese born female ceramicist Akiko Hirai now based in Stoke Newington.)

Craft Makers and Designers:

Bilston enamel maker Dovey Hawksford / japanning J. W. Baker

Architects:

Francis Goodwin (Male English architect)
Captain Wilson (English town engineer)
WCC architects

<p>Y4</p>	<p>Aims:</p> <ul style="list-style-type: none"> - 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 <p>Vocabulary: artist, designer, architect, observe, drawing, shading, hatching, blending, smudging, line, tone, pattern, texture, media, paint, watercolour, portrait, landscape, pattern, embroidery, sculpture, marquette, Modroc, armature, clay, recycled, pinch, stab, coil</p>	
	<p><u>Britain's Settlements – Anglo Saxons and Scots / The Vikings and Anglo-Saxons/Edward the Confessor Traders and Raiders/1066</u></p> <p>By:</p> <ul style="list-style-type: none"> - using sketchbooks to explore, record, sketch and build on ideas - drawing – sketching with pencils – lines, patterns, wax crayons, pens 3D - painting – mixing colours, tones and shades, choosing brush size, watercolours, wash - sculpture – coiling, carving, joining and manipulating clay, large collaborative work - printing – making own blocks, 3 colour repeating patterns - textiles/printing – printing patterns onto fabric, adding stitches and embellishments <p>Artists:</p> <p>JW Turner (English male watercolour painter) Hokusa (Japanese Male artist) Valerie Anne Kelly (British female painter) Jenn Tate (British female artist) Arturas Slapsys (Male Lithuanian artist) Garth Ennis (British comic book artist)</p> <p>Sculptors:</p> <p>Antony Gormley (English male sculptor) Sean Henry (English male sculptor)</p> <p>Craft Makers:</p> <p>‘Codex Aureus of Canterbury and Codex Aureus Holmiensis’ The Lindisfarne Gospels</p>	<p><u>Egyptians (River Nile) Pharaohs/Flow</u></p> <p>By:</p> <ul style="list-style-type: none"> - using sketchbooks to explore, record, sketch and build on ideas - drawing – pencils, charcoal, felt pens - painting – tempera blocks, mixing colours, including skin tones, choosing brush size, complimentary colours, watercolours - sculpture – natural materials, paper mache, armatures, Modroc - printing – making own blocks - textiles/printing – paper batik, 3 colour fabric printing, dying fabric <p>Artists:</p> <p>David Hockney (British Pop Artist male painter)</p> <p>Roy Lichtenstein (American male Pop artist)</p> <p>Carole Wilson (Australian female painter).</p> <p>Sculptors:</p> <p>Agnes Denes (Hungarian female artist) Jill Townsley (English female sculptor, working with natural materials)</p> <p>Designers:</p> <p>Ahmed Sabry and Daki Marouf of Sabry /Marouf (Egyptian male jewellery designers) aDima Rashid of Dima Jewellery (Kuwaiti born female, living in Egypt)</p> <p>Architects:</p> <p>Ming Pei (Chinese American architect) Veldon Simpson (British/ Australian) Bjarke Ingels (Danish male designer)</p>

<p>Y5</p>	<p>Aims:</p> <ul style="list-style-type: none"> - 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 <p>Vocabulary: artist, designer, architect, observe, drawing, shading, hatching, blending, smudging, line, tone, pattern, texture, foreground, perspective, horizon, proportion, composition, scale, media, overlay, paint, watercolour, portrait, landscape, focal point, pattern, embroidery, embellish, fray, tie dye, focal point, pattern, embroidery, knitting, lace making sculpture, clay, recycled, pinch, stab, coil, glaze, carve, polish, batik, wax resist armature, Modroc.</p>		
	<p><u>Maya – Rainforest/Water Cycle</u> Hola Mexico/Allotment</p> <p>By:</p> <ul style="list-style-type: none"> - Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use - sketching, shading, hatching, using view finders -printing – making blocks, patterns, repeating designs, - clay- pinching, slabbing, coiling, using slip, carving, decorating with paint, glaze or polishing - painting – controlling marks made, mixing colour, tone and shade; layering colours to create depth of colour and tone <p>Craftsperson: Susie MacKenzie (Scottish female printer)</p>	<p><u>Voyages of Discovery/ Explorers/ Columbus /Drake/ Mountains</u> Urban Pioneers</p> <p>By:</p> <ul style="list-style-type: none"> - Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use. - sketching, shading, hatching, using view finders, colour, tone, 3d, perspective, proportion, line, tone, pattern, texture - sculpture with natural materials, joining and making sculptural shapes, coiling, slabbing, pinching and decorating clay - printing onto fabric, making own block, using 3 colours and adding embellishments, including stitching <p>Painting - controlling the types of marks made and experimenting with different effects and textures, mixing and matching colours to create atmosphere and light effects, mixing colour, shades and tones with confidence building on previous knowledge.</p>	<p><u>Local Study – Local History School</u> Misty Mountains</p> <p>By:</p> <ul style="list-style-type: none"> - Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use - drawing proportion, scale, tone, line, shadow, preliminary drawings, composition, smudging, blending, grading, - painting – composition, atmosphere, skyline, vanishing point, perspective, wash -sculpture – armature, Modroc, collaborative group work, clay using techniques learnt -printing onto fabric, designing own block and using own method -textiles, adding embellishments, dyeing, modifying, batik

<p>Y5 Cont.</p>	<p>Aims:</p> <ul style="list-style-type: none"> - 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 	
	<p><u>Tudors-Monarchs and their reigns –(Contrast to previous monarchs including Roman Emperors and Egyptian Pharaohs)</u></p> <p>By:</p> <ul style="list-style-type: none"> - Using sketchbooks to record their designs, improving on their designs as they go, noting colours and effects they want to use - sketching – designs, charcoal to blend, smudge, overlay, proportion, scale, -painting – creating atmosphere, - sculpture – armature, using recycled materials, 3D, joining materials, adding materials for effect <p>Artists: Hans Holbein (German male painter)</p> <p>Designer/architects: Hampton Court palace, which began building by Cardinal Wolsey and later added to by Sir Christopher Wren (English male designer).</p>	<p>Artists: Edward Burne-Jones (Birmingham male member of the Pre – Raphaelite and Arts and Crafts movement)</p> <p>Sculptors: Gwynneth Holt (Wednesbury born female sculptor) Richard Shilling (British Environmental Art Male sculptor using natural materials) Andy Goldsworthy and Agnes Denes (Environmental Art)</p> <p>Designers and craftspeople: William Morris (English male founder of the Arts and Crafts movement and supporter of the the Pre –Raphaelite Movement) Orla Kiely (Irish female fashion designer)</p> <p>Artists: Jodocus Hondius the elder (Dutch male painter) Sebastiano del Piombo (Italian male painter)</p> <p>Cornelis de Vries (Dutch male watercolourist)</p> <p>James E McConnell (British book cover watercolour artist)</p> <p>Sculptors: Anish Kapoor (British Indian sculptor specializing in installation art and conceptual art)</p> <p>Designers and craftspeople: Native American designs Pendleton (American fashion company) Louise West (British female designer) Milča Eremiášová (Czech female lace maker) Hazel Tindall (British female knitter) Peter Allinson (British male knitter).</p>

<p>Y6</p>	<p>Aims:</p> <ul style="list-style-type: none"> - 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 <p>Vocabulary: artist, designer, architect, observe, drawing, shading, hatching, blending, smudging, line, tone, pattern, texture, foreground, perspective, horizon, proportion, horizon, composition, scale, media, overlay, paint, watercolour, portrait, landscape, focal point, pattern, embroidery, knitting, lace making, sculpture, sculptural, clay, recycled, pinch, stab, coil, glaze, polish, carve, batik, wax resist. textural</p>		
	<p><u>Children in World War 2/Trading and Economics A</u> <u>Child's War/Fallen Fields</u></p> <p>By:</p> <ul style="list-style-type: none"> - drawing –blending, smudging, Charcoal, pastels, using lines to emphasise specific areas, cross hatching using a variety of materials, 2D, 3D, light, shade, composition, perspective and proportion, viewfinders -painting - different effects and textures including blocking in colour, washes, thickened paint creating textural effects, mixing colour, shades and tones with confidence building on previous knowledge, mixing colours, wash, foreground, background - printing – using different techniques of choice, - sculpture – clay using different techniques learnt and decorating according to choice 	<p><u>Storms, Earthquakes and Volcanoes Tremors</u></p> <p>By:</p> <ul style="list-style-type: none"> - drawing –blending, smudging, Charcoal, pastels, using lines to emphasise specific areas, cross hatching using a variety of materials, 2D, 3D, light, shade, composition, perspective and proportion, viewfinders, horizon -painting - different effects and textures including blocking in colour, washes, thickened paint creating textural effects, mixing colour, shades and tones with confidence building on previous knowledge, mixing colours and tones, wash, foreground, background, textural effects - printing – using different techniques of choice, - sculpture –buildings and furniture as sculpture 	<p><u>Ancient Greece Gods and Mortals</u></p> <p>By:</p> <ul style="list-style-type: none"> - drawing –still life, blending, smudging, Charcoal, pastels, using lines to emphasise specific areas, cross hatching using a variety of materials, 2D, 3D, light, shade, composition, perspective and proportion, viewfinders -painting - different effects and textures including blocking in colour, washes, thickened paint creating textural effects, mixing colour, shades and tones with confidence building on previous knowledge, mixing colours, wash, foreground, background, oil - printing/textiles – using different techniques of choice to print on fabric and add decoration to print - sculpture – papier mache, Modroc using different techniques learnt and decorating according to choice, paper or wire armature

<p>Y6</p> <p>Cont.</p>	<p>Aims:</p> <ul style="list-style-type: none"> - 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 		
	<p>Artists: Victor Alfred Lundy (Russian born American) Hans Liska (Austrian male artist) Sketches made by Jewish children in the concentration camps Henry Moore's Shelter Drawings L S Lowry (British male painter) Naïve Art or Primitivism</p> <p>Designers: Hans Schweitzer (German designer).</p>	<p>Artists: JW Turner (British male artist) Renoir (French Impressionist painter) Gustave Caillebotte (French Impressionist painter) Vincent Van Gogh (Dutch Post-Impressionist male painter)</p> <p>Sculptors: Rebecca Ringquist (American female fabric artist) Victoria Udondian (Nigerian female fabric artist)</p> <p>Designers: Sabrina Möllers (Female German furniture designer)</p> <p>Architects and Designers: Zaha Hadid Fariborz Sahba (Male Iranian architect)</p>	<p>Artists: Caravaggio (Italian male painter) J.W Waterhouse (Victorian British male member of the Pre-Raphaelite Movement) Peter Paul Reubens Lavinia Fontana (Italian female portrait painter)</p> <p>Sculptors: Myron and Phidias (Ancient Greek male sculptors) Exekias and Epiktetos (Ancient Greek male vase painters)</p> <p>Architects: James Hoban Christian Heinrich Grosch, 'Fontana di Trevi' in Rome Filippo della Valle, Giovanni Grossi, and Andrea Bergondi (Italian male architects)</p>

VILLIERS PRIMARY SCHOOL Art Skills Progression

DRAWING - (pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of media. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>Experiment with a variety of media. Begin to control the types of marks made with the range of media. Draw on different surfaces. Start to record simple media explorations in a sketch book. 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 lines. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p>	<p>Control the types of marks made with the range of media. Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas. Continue to investigate tone by drawing light/dark lines, patterns and shapes using a pencil. Name, match and draw lines/marks from observations. Continue to investigate textures and produce an expanding range of patterns.</p>	<p>Developing intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Begin to show an awareness of objects having a third dimension and perspective. Create textures and patterns with a wide range of drawing implements.</p>	<p>Developing techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone. Understanding why they best suit. Draw for a sustained period of time at an appropriate level. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works. Have opportunities to develop further drawings featuring the third dimension and perspective.</p>	<p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>	<p>Draw for a sustained period of time over a number of sessions working on one piece. Develop their own style. Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media. Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their drawings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</p>

PAINTING - (watercolour, ready mixed, acrylic, oil)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper</p>	<p>Explore with a variety of media; different brush sizes and tools. Explore lightening and darkening paint without the use of black or white. Begin to control the types of marks made with the range of media. Paint on different surfaces with a range of media. Start to record simple media explorations in a sketchbook. Start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones. Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums. Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Confidently create different effects and textures with paint according to what they need for the task.</p>	<p>Confidently control types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to look at working in the style of a selected artist (not copying).</p>	<p>Confidently control the types of marks made and experiment with different effects and textures. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Start to develop their own style using tonal contrast and mixed media. Recognise the art of key artists and begin to place them in key movements or historical events.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p>

SCULPTURE - (3D work, clay, dough, boxes, wire, paper sculpture, Modroc, papier mache, natural materials)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, Modroc. Shape and model materials for a purpose, e.g. 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: impressed, painted, and applied. Use tools and equipment safely and in the correct way.</p>	<p>Use equipment and media with increasing confidence. Shape, form, construct and model from observation and imagination. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a form of 3D art</p>	<p>Use equipment and media with confidence. Learn to secure work to continue at a later date. Join two parts successfully. Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Continue to explore carving as a form of 3D art. Use language appropriate to skill and technique</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay. Decorate, coil, and producing a Marquette confidently when necessary. Model over an armature: newspaper frame for Modroc. Use recycled, natural and man-made materials to create sculptures. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Gain experience in model ling over an armature: newspaper frame for Modroc. Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Use sketchbooks. Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique. Compare the style of different styles and approaches.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Use sketchbooks to collect and record visual information from different sources. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique.</p>

PRINTING - (found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy taking rubbings: leaf, brick, and coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. 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. Explore printing in relief: Sting and card. Begin to identify forms of printing: Books, posters pictures, fabrics.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. 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 rollers and printing palettes Take simple prints i.e. mono - printing. Use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work. Experiment with overprinting motifs and colour.</p>	<p>Print simple pictures using different printing techniques. Continue to explore both mono printing and relief printing. Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Demonstrate experience in 3-colour printing. Explore 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. Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Expand experience in 3-colour printing. Continue to experience in combining prints taken from different objects to produce an end piece. Create repeating patterns.</p>	<p>Create repeating patterns. Use tools in a safe way Continue to gain experience in overlaying colours. Start to overlay prints with other media. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, planning colours and collecting source material for future works.</p>	<p>Develop ideas from a range of sources. See positive and negative shapes. Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook. Develop their own style using tonal contrast and mixed media.</p>

TEXTILES - (weaving, sewing, fabric dye/paint, batik, threads, decorations, tie dye)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Show experience in simple stitch work.</p> <p>Show experience in simple weaving: paper, twigs.</p> <p>Show experience in fabric collage: layering fabric.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch.</p> <p>Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe colours, media, equipment and textures.</p>	<p>Begin to identify different forms of textiles.</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape.</p> <p>Gain confidence in stitching two pieces of fabric.</p> <p>Explain how to thread a needle and have a go.</p> <p>Continue to gain experience in weaving. Use a sketchbook to plan and develop simple ideas and making simple informed choices in media.</p> <p>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Gain experience in applying colour with printing, dipping, fabric crayons</p> <p>Create and use dyes i.e. onion skins, tea, coffee</p>	<p>Show an awareness and name a range of different fabrics.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Continue to gain experience in applying colour with printing.</p> <p>Explore using resist paste and batik. Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Use a sketchbook to plan, collect and develop ideas.</p> <p>To record textile explorations and experimentations as well as try out ideas.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Plan a design in a sketchbook and execute it. Use a technique as a basis for stitch embroidery.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Become confident in applying colour with printing.</p> <p>Create and use dyes.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>To record textile explorations and experimentations as well as try out ideas.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p> <p>Demonstrate experience in looking at fabrics from other countries.</p>	<p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Explore tie-dye. Gain experience in batik- use more than one colour. Plan a design in a sketchbook and execute it. Use sketchbooks</p> <p>Plan a design through drawing and other preparatory work. Use the sketchbook to plan how to join.</p> <p>Demonstrate experience in combining techniques to produce an end piece: Embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Change and modify threads and fabrics, Use language appropriate to skill and technique.</p>	<p>Experiment with a variety of techniques exploiting ideas from sketchbook.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Work in 2D and 3D as required.</p> <p>Design, plan and decorate a fabric piece.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Use sketchbooks to collect and record visual information from different sources.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> <p>Use language appropriate to skill and technique.</p>

PSHE and British values

At Villiers we encourage children to work with others through collaboration and group projects. To think about Spiritual development through exploring ideas and feelings, Moral development through how artists have explored ideas through their work, Social development through respecting the ideas of others and Cultural development through the study of artists from differing cultures and the discussion of the pupil's beliefs and ideas.

The Art and Design curriculum is designed to support the Villiers attitudes to learning, which represent the core British values as well as the needs to of the Villiers community. We develop drive and ambition by teaching the children the processes of their favourite artists and giving them the opportunities and skills to carry them out. We set frequent competitions to encourage children to see themselves as part of a global community, where art has an important role of not only passing on information, but also as a source for discussion and change. We develop resilience and reflectiveness by setting challenging work and maintaining high expectations of each child as an individual. Through Art and Design, children can challenge themselves to improve, reflecting on their own work and that of others in a respectful and kind environment. The children work collaboratively to make larger scale projects and learn to share their ideas confidently whilst benefiting from the views, experiences and opinions of others. Through studying artists from different countries, race, religion and time periods our children learn about different cultures and people and experience examples of great moral courage and strength in the face of adversity. Through discussion about their own and other works of art, pupils are given the opportunity to embody different people and points-of-view, which helps them to develop high levels of respect and tolerance.

Our School Context

Our Villiers community is a very diverse one and we celebrate that through studying artists from different cultures. We are an inclusive school that draws on the children's experiences to inspire their own art. Discussion, honesty and openness are encouraged in lessons, so children learn to understand that differences between us are to be respected and make us all the unique individuals we are. We have high expectations for all, so every child can do the best they can and aspire to do better.

Staff Development

At Villiers we believe in personal development for all members of the school community. The Art and Design leader liaises on a regular basis with teachers planning Art and Design and is always available for advice and support with planning and delivering lessons. Staff meetings are held to introduce new initiatives, such as Art Week. Books, displays and planning are scrutinised on a regular basis and feedback given orally and in written form with pointers to improve. The Art and Design leader is open to suggestions from staff on how to develop the subject further, developing resources to support staff in teaching, delivering and assessing.

Overcoming barriers to Learning

In order to make sure that teachers are offering all children effective learning opportunities, the Art and Design Curriculum:

- Includes challenging opportunities for the children of different abilities and aptitudes in each year of each key stage.
- Motivates the children, enabling them to understand and review their own learning.
- Caters for children's diverse learning needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of children.

All children need a meaningful context, a clear purpose and concrete sensory experience in order to learn and progress in Art and Design. Art and Design is not only a visual experience. Contemporary art often combines media in multi-sensory works such as illustrations. These use the viewer's sense of touch, hearing and movement through space, as well as sight. By extending teaching and learning in Art and Design to include all the senses, teachers can provide for the variety of thinking skills and learning styles that will include all learners.