

STATEMENT OF INTENT

At Durley CE Primary, we believe art education stimulates creativity and imagination and is a vital part to create a broad and balanced curriculum. We aim to develop high-quality art that children can relate to; which inspires and challenges them. We equip them with the knowledge and skills to experiment and have the opportunity to practise and produce their own individual piece of art/craft. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences. Throughout their learning journey at Durley, they will get an insight into how art both reflects and shaped our history, and contributes to the culture, creativity and wealth of our nation. In Art, children will have opportunities to draw, paint, print, make collages, use fabrics and threads and use sculpture to promote our school values of love, respect and forgiveness.

IMPLEMENTATION

At Durley CE Primary, Art is taught in every year group, once per week. Each child has a sketchbook. We give the child ownership of their sketchbook in order to foster their sense of creativity. Children use their sketchbooks to make initial sketches, develop skills, record ideas and develop opinions. Throughout the Durley journey, every child is given the opportunity to learn the skills of drawing, painting, printing, sculpture and digital art through the exploration of an initial key artist, craft maker or designer and their work. Through in-depth discussion, the pupils explore how their art can share commonalities with famous art and use subject-specific vocabulary to discuss key artworks and their own work. In the development of confident art critics, the pupils share their opinions and make informed observations about what will improve their own practical work. Cross-curricular links are promoted where possible to allow all children to deepen their understanding across the curriculum, including the use of technology, and artworks from year group specific historical, geographical and scientific contexts. Teachers follow a clear progression of skills which ensures all pupils are challenged in line with their year group expectations within mixed year classes, and are given the opportunity to build on their prior knowledge. There are opportunities to reflect and develop, including through the use of sketchbooks, and chances for self and peer-assessment are planned into each unit of study as well as opportunities to showcase and celebrate

EYFS

Through expressive art, children are encouraged to explore different media, explore how media can be combined to create different effects and develop a range of skills and techniques experimenting with colour, design, texture, form and function. Children are given daily access to a range of creative opportunities and enjoy our carefully planned and well-resourced creative areas both indoors and out. Children are encouraged to create on both small and large scales and our outdoor environment supports this. Children are encouraged to develop their communication and language skills through talking about their creations and sharing these with others to build confidence and raise self-esteem.

IMPACT

- Pupils become increasingly visually literate.
- Pupils develop their powers of observation.
- Pupils develop aesthetic sensibilities to make judgements about Art including their own and that of others including local and global artists.

- We encourage the use of imagination, original thought and personal expression.
- We provide opportunities to learn about the world in which we live.
- We develop the ability to communicate ideas, opinions and feelings about their own work and that of others.
- We encourage children to be able to respond knowledgeably to the work of other craftspeople, knowing that there are different kinds of art made for different purposes and audiences.
- Pupils acquire a range of different skills using different media as they progress through the school.

KS1 Progression of skills

Skill	EYFS	1	2
Drawing	<ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story • Investigate different lines • Explore different textures • Encourage accurate drawings of people 	<ul style="list-style-type: none"> • Extend the variety of drawing tools • Explore different textures • Observe and draw landscapes • Observe patterns • observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw as a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records
Colour	<ul style="list-style-type: none"> • Experimenting with and using primary colours • Naming • Mixing (not formal) • Learn the names of different tools that bring colour 	<ul style="list-style-type: none"> • Name all the colours • Mixing of colours • Find collections of colour • Applying colour with a range of tools 	<ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Using colour on a large scale
Texture	<ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple collages • Simple weaving 	<ul style="list-style-type: none"> • Weaving • Collage • Sort according to specific qualities • How textiles create things 	<ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles – running stitches • Simple appliqué work • Start to explore other simple stitches • Collage
Form	<ul style="list-style-type: none"> • Constructing • Handling, feeling, enjoying and manipulating materials • Building and destroying • Shape and model 	<ul style="list-style-type: none"> • Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using a modelling media. • Make simple joins 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • to shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Work and that of other sculptors • Replicate patterns and textures in a 3-D form
Printing	<ul style="list-style-type: none"> • Rubbings • Print with variety of objects • Print with block colours 	<ul style="list-style-type: none"> • Create patterns • Develop impressed images • Relief printing 	<ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes
Pattern	<ul style="list-style-type: none"> • Repeating patterns • Irregular painting patterns • Simple symmetry 	<ul style="list-style-type: none"> • Repeating patterns • Symmetry • Awareness and discussion of patterns 	<ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and • Irregular patterning • Natural and manmade patterns • Discuss regular and irregular

Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Skill: Artist: Medium: Context:	Skill: Artist: Medium: Context:	Skill: Texture Artist: Medium : collage Context: making Islands	Skill: pattern Artist: William Morris. Medium: Context: Rainforest	Skill: colour/texture Artist: J.M.W. Turner Medium: paint, collage Context: Under the sea	Skill: Artist: Medium: Context: Farm
Year 1 & 2	Skill: Artist: Medium: Context:	Skill: Artist: Medium: Context:	Skill: Texture Artist: Medium : collage Context: making Islands	Skill: pattern Artist: William Morris. Medium: Context: Rainforest	Skill: colour/texture Artist: J.M.W. Turner Medium : paint, collage Context: Under the sea	Skill: Artist: Medium: Context: Farm

Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Skill: EAD - handling, feeling and enjoying manipulating materials. Artist: Joan Miró Medium: pencil, clay Context: Artist study	Skill: Artist: Medium: Context:	Skill: Drawing Artist: Medium: variety of drawing tools Context: dinosaurs	Skill: Artist: Medium: Context:	Skill: Artist: Medium: Context:	Skill: printing Artist: Angie Lewin Medium: Context: science/plants
Year 1 & 2	Skill: Drawing/Form Artist: Joan Miró Medium: pencil, clay Context: Artist study	Skill: Artist: Medium: Context:	Skill: Drawing Artist: Medium: variety of drawing tools Context: dinosaurs	Skill: Artist: Medium: Context:	Skill: Artist: Medium: Context:	Skill: printing Artist: Angie Lewin Medium: Context: science/plants

KS2 Progression of skills

Skill	3	4	5	6
Drawing	<ul style="list-style-type: none"> Experiment with the potential of various pencils Accurate drawings of people – particularly faces Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting 	<ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective 	<ul style="list-style-type: none"> Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective
Colour	<ul style="list-style-type: none"> Colour mixing Make colour wheels Introduce different types of brushing techniques Apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings
Texture	<ul style="list-style-type: none"> Use smaller eyed needles and finer threads Weaving Tie dying, batik 	<ul style="list-style-type: none"> Use a wider variety of stitches Compare different fabrics Observation and design of textural art Experimenting with creating mood, feeling, movement 	<ul style="list-style-type: none"> Fabric making Artists using textiles Use stories, music, poems as stimuli Select and use materials Embellish work 	<ul style="list-style-type: none"> Develop experience in embellishing Apply knowledge of different techniques to express feelings Work collaboratively on a larger scale
Form	<ul style="list-style-type: none"> Plan and develop Shape, form, model and construct (malleable and rigid materials) Understanding of different adhesives and methods of construction Aesthetics 	<ul style="list-style-type: none"> Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors
Printing	<ul style="list-style-type: none"> Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print 	<ul style="list-style-type: none"> Combining prints Design prints Make connections Discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> Build up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists
Pattern	<ul style="list-style-type: none"> Pattern in the environment Design /using ICT Make patterns on a range of surfaces Symmetry 	<ul style="list-style-type: none"> Explore environmental and manmade patterns Tessellation 	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes 	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3, 4 and 5	Skill: Colour Artist: Peter Thorpe Medium: Pastel, card pencils Context: Space	Skill: Form Artist: Daniel Fenelon Medium: Clay, papier-mache Context: Maya	Skill: Drawing Artist: Frida Kahlo Medium: Pencil Context: Celebrity Self-Portraits	Skill: Pattern Artist: Jackson Pollock Medium: Paint Context: Volcanoes	Skill: Texture Artist: Kandinsky Medium: Paint Context: Colour wheels and circle collages	Skill: Print Artist: Southampton Architects (e.g. Wilkinson Eyre) Medium: Pencil Context: Buildings of Southampton

Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3, 4 and 5	Skill: Pattern Artist: Escher Medium: Clay Context: Roman Mosaic	Skill: Drawing Artist: Paul Cezanne Medium: Sketching pencils Context: Roman Artefacts	Skill: Colour Artist: Monet Medium: Watercolours Context: France	Skill: Texture Artist: Medium: Textiles and varied fabrics Context: Rivers	Skill: Printing Artist: Keith Haring Medium: Printing Context: Egyptian Hieroglyphics	Skill: Form Artist: Medium: Clay, papier-mache Context: Ancient Egyptian jewellery

Cycle 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3, 4 and 5	Skill: Form Artist: Banksy Medium: Clay Context: Stone Age/Iron Age	Skill: Drawing Artist: Picasso Medium: Paint Context: Self-portraits	Skill: Texture Artist: Medium: Felt and thread Context: Vikings	Skill: Pattern Artist: Yayoi Kusami Medium: Clay, paint Context: Replica art	Skill: Printing Artist: David Hockney Medium: Context: N. America	Skill: Colour Artist: Georgia O'Keefe Medium: Paint Context: N. America

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Skill: Colour Artist: JH Miller Medium: ICT, Pencil, Paint Context: WWII Propaganda Posters	Skill: Texture Artist: Sandra Lawrence Medium: Material Context: D-Day Museum Tapestry	Skill: Drawing Artist: Caspar David Friedrich & Katsushika Hokusai Medium: Tracing Paper Batik, printing Context: Mountains	Skill: Pattern Artist: Clóvis Bornay Medium: Batik Context: Brazil Carnival fashion	Skill: Printing Artist: Ancient Greek Medium: Tiles Screen printing Context: Greek Patterns	Skill: Form Artist: Phidias Medium: Clay Context: Greek Pottery