



# **Art at St Andrew's CE (VA) Infant School**

# **Contents**

<b>Page 3-5</b>	Timetable and Content of Art lessons
<b>Page 3</b>	Planning
<b>Page 5</b>	Assessment
<b>Page 5-8</b>	Resources
<b>Page 8-10</b>	Intent, Implementation and Impact
<b>Page 11-13</b>	Policy
<b>Page 14</b>	Sticky Knowledge
<b>Page 15-18</b>	Deepening Skills / Greater Depth Work Samples
<b>Page 19-20</b>	Art Skills Breakdown KS1

## **Timetable**

At St Andrew's Infant School, the children are taught Art and Design as part of their half termly topics. In KS1, this is linked to the Cornerstones Curriculum or for EYFS, Development Matters and the EYFS Framework (2020). Across the school, Art and Design is mainly taught in weekly lessons but in some topics, we combine our Art lessons into full afternoon sessions. In Early Years, children have constant independent access to a painting area within continuous provision and directed work is undertaken in small groups.

## **Planning**

Lessons are planned to enable skills progression for all children. The EYFS planning allows for all pupils to meet the EYFS Early Learning Goal outcomes. Teaching staff access Development Matters, the EYFS Framework (2020), the National Curriculum, Cornerstones and the Rainbow Continuum to effectively plan lessons. This builds on children's prior learning and provides quality opportunities for a skills-based approach to our spiral curriculum. Art and Design planning across EYFS and KS1 builds upon previous skills already taught and ensures progression throughout the subject. (See P18)

## **Content of Art and Design Lessons**

Each term, the children focus on selected key skills and are able to build upon their skills and learning from the previous lesson. Lessons should include a wide range of resources, rich and accurate vocabulary and opportunities for children to fully engage with activities, explore resources, discuss and share ideas with adults and their peers and time to ask questions. Each lesson should conclude with **what** the learning was, not purely the activity carried out.

## **EYFS**

Topics are planned following children's interests and linked to seasonal change to capture real life through observational Art and Design. Certain topics include the introduction of specific artists as a form of real-life inspiration and to discuss varying techniques. In line with the EYFS Development Matters document and the EYFS Framework (2020), opportunities are provided to safely explore a variety of materials, tools and techniques, fully supported by EYFS staff, both as adult directed tasks and 'in the moment' planning. Teachers will often 'model' a creation to teach how to use tools and to talk through the techniques applied, using Art and Design related vocabulary.

Adult directed opportunities will begin with capturing a snap shot of children's current skills and knowledge, which could be recorded by taking photographs and scribing a comment from the child about their creation. Children will be given time to think, consider outcomes and share ideas with a partner or small group, to help form the basis of their creative thinking skills. All activities need to allow for trial and error and to encourage children to be proud of their achievements. This will be concluded with a careful and vocabulary focused summary of what skills and knowledge have been learned.

Real life images can help the children to recreate what they see by independently accessing the tools available. As children spend a considerable amount of their time learning through the provision, EYFS staff continually 'plan in the moment' as the children learn through trial and error or may even evolve their own ideas in to a masterpiece to share.

These situations provide rich learning outcomes and develop the child's innate desire to explore. At all times, EYFS staff should use open ended questioning, model key vocabulary, support with quality resources and enable children's exploration and curiosity to flow, whilst making links to prior learning.

All children are encouraged to experiment with colour, design, texture, form and function. Staff encourage them to share their creations, explaining the process they have used. Class Big Books contain images of and pupil voice on the Art and Design worked upon that week. Sketch books are started half way through the Reception year and move up with the child for a clear view of progression across the Rainbow Continuum.

SEND and vulnerable children are fully supported and encouraged to progress by adapting the resources, tools and techniques and varying the WALT.

## **KS1**

Ahead of every lesson, the Big Six questions will be displayed to 'learn more, remember more' and to provide children with a re-cap of the previous learning and key vocabulary, tools and techniques applied to build upon. At least one piece of work is completed in sketch books every half term to demonstrate progression. Class Big Books are updated weekly with pupil voice applied to show the children's understanding of not simply their final creation but the learning that has taken place.

Students are introduced to the work of artists, both old masters and contemporary, in order to give inspiration and show examples of different techniques.

There is a focus on observational drawing and wherever possible, the students are encouraged to draw from real life.

We value and celebrate individuality, and although children produce similar styles of art work, they are never required to create copies or use pre-printed pro-forma, for example Christmas Cards. It is the acquisition of skills that is of more importance than the final piece or look of the work.

SEND and vulnerable children are fully supported and encouraged to progress by adapting the resources, tools and techniques and varying the WALT. They may work in small groups or one to one where necessary.

## **Rainbow Skills Continuum**

This document is used alongside the curriculum to extend the children's creative skills and also enables progression for exceeding children. This should be highlighted to show coverage and used to inform planning. A copy must be kept up to date for the subject lead to collect at termly intervals.

## **Marking**

In line with the school marking and feedback policy, children's Art and Design work will be acknowledged with a tick and any comments made must relate to the WALT - learning objective.

In addition, verbal feedback should be given throughout the lesson. Children are to be given advice on how to improve. Wherever possible, WAGOLL (what a good one looks like) examples will be shown to give students ideas and inspiration.

Children will begin to self-evaluate their work and offer critique to others on how they can improve.

### **Assessment**

Art and Design will be assessed following the school policy and using the Cornerstones and Rainbow Curriculums to track coverage across each year group. Teaching staff should use assessment strategies throughout lessons and as part of Quality First Teaching. Data will be collected and analysed termly by the subject lead and report to SLT. The subject leader reports the data annually to Governors.

### **Lesson Resources**

To allow learning to be current, stimulating and fun, accessible resources should be of a good standard. The school grounds and local environment should be used frequently. Links with local artists and workshops should be maintained, particularly across the Local Authority Network Meetings.

### **Suggested websites:**

<https://www.twinkl.co.uk>

<https://accessallarts.skyarts.uk/>

<https://www.accessart.org.uk/art-in-primary-schools/>

### **Resources:**

The Tate Gallery, London

Modern Art

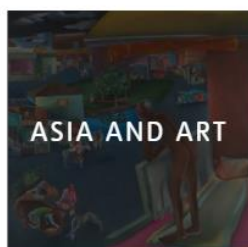
<https://www.tate.org.uk/art>

## EXPLORE ART BY THEME



### WELLBEING AND ART

Explore mindfulness through the art and artists within Tate's collection



### ASIA AND ART

Discover art and ideas by artists working across the Asian continent



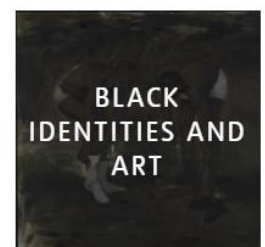
### DISABILITY AND ART

Explore how artists have portrayed the range of human ability through their art



### QUEER LIVES AND ART

Discover LGBTQ+ artists and the queer art



### BLACK IDENTITIES AND ART

Discover Black art and artists in Tate's collection

## MEET THE COLLECTION ARTISTS



LIST

### Five Things to Know about Theaster Gates

Who is Theaster Gates? Meet the artist who revives cities and explores African-American history



TATESHOTS

### Raqib Shaw: 'Taking craft to a crazy, romantic extreme'

The Indian-born, London-based artist's extraordinary paintings feature rich colours and intricate detail



TATE KIDS  
WHO ARE THEY?

### Who is Gillian Ayres?

Meet the artist who said her paintings were full of ice cream and seaweed!



INTERVIEW

### Billie Zangewa: The Ultimate Act of Resistance is Self-Love

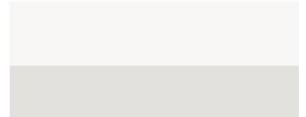
The artist welcomes us at her home in Johannesburg, South Africa

You can find information about individual artists from the directory of artists.

## ARTISTS A-Z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Showing 1–100 of 4,285 results



### The National Gallery, London

A collection of old master paintings

Teachers notes – scroll down to primary

<https://www.nationalgallery.org.uk/learning/teachers-and-schools/teachers-notes>

### Primary teachers' notes



'A Roman Triumph'  
Peter Paul Rubens



'An Autumn Landscape with a View of Het Steen'  
Peter Paul Rubens

### The Crafts Council

Organisation to support craft makers in the UK. They have a directory of makers that you can search to look for contemporary makers of specific disciplines.

<https://www.craftscouncil.org.uk/directory/>



# EXPLORE THE DIRECTORY

## THIS WEEK'S CRAFTS COUNCIL'S TOP MAKER PICKS



From thrown to hand-blown, rugs to trugs, Kent to Stoke-on-Trent and everything in between. Discover craft and makers across the UK on the Crafts Council Directory



Makers

Projects

All disciplines v

All materials v

All price levels v

Location

## The Arts Council England

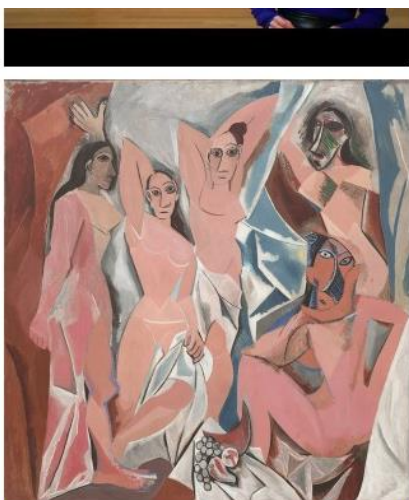
### Digital Art Development Toolkit

<https://www.artscouncil.org.uk/publication/making-digital-work-toolkit>

## MOMA New York

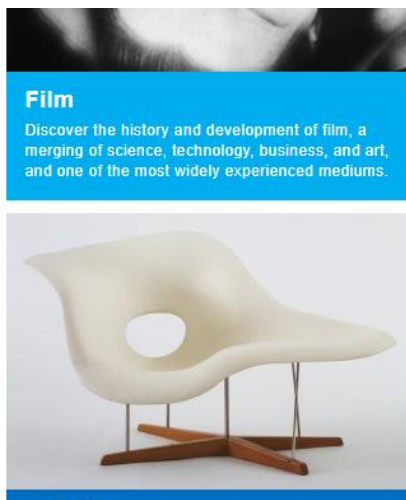
There are many links to background information on different art disciplines

[https://www.moma.org/learn/moma\\_learning/](https://www.moma.org/learn/moma_learning/)



### What Is Modern Art?

Late-19th-century artists broke with tradition to create a Modern Art.



### Film

Discover the history and development of film, a merging of science, technology, business, and art, and one of the most widely experienced mediums.

### Design

Discover the central role of design in everyday life.



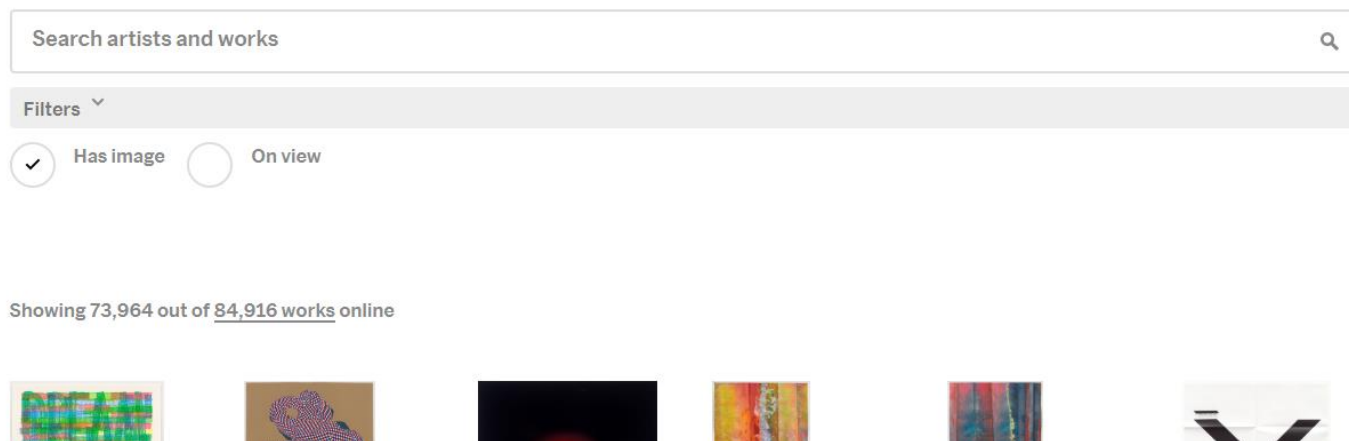
### Photography

Explore the many different ways photography has been used to document and interpret the modern world.

Watch the five top tips video

<https://www.moma.org/magazine/articles/255>

Search the collection to look for information on a specific artist



## **Intent, Implementation and Impact**

### **Intent**

At St Andrew's Infant School, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and to express individual interests, thoughts and ideas. Through a high-quality Art and Design education, we aim to 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.

Children are taught the basic skills but also a thorough understanding of the skill and medium which will allow them to develop and use their knowledge to create further pieces of work. In addition, children are able to transfer their skills into other areas of the curriculum. As a school, we follow a skills based curriculum alongside the National Curriculum.

At St Andrew's Infant School, we aim to ensure that all pupils:

1. Produce creative work, exploring their ideas and recording their experiences.
2. Become confident in drawing, painting, sculpture and other art, craft and design techniques.
3. Evaluate and analyse their work using the language of art, craft and design.
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### **Implementation**

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive throughout the whole school. Art and Design is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum and EYFS Framework (2020). We ensure that Art and Design is given the same importance as the core subjects.

The Key Stage 1 Art and Design curriculum is based upon the 2014 Primary National Curriculum in England and EYFS Framework (2020), which provides a broad framework and outlines the knowledge and skills required to be taught. Teachers plan lessons for their class using the



Cornerstones Curriculum, whilst referring to the Rainbow Continuum. Teachers can use these documents to plan Art and Design lessons suitable to their class's interests. These documents ensure the curriculum is covered and the skills/knowledge taught is progressive across the year groups.

Our children are introduced to classic and contemporary artists in order to understand and appreciate how their work impacts on daily life and the wider world. We ask children to consider how high-quality Art and Design makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

### **Early Years Foundation Stage**

The development of our children's artistic and cultural awareness supports their imagination and creativity. It is important that they have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.



**Children in reception will be learning to:**

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.

*(Development Matters 2020)*

Pupils explore and use a variety of media and materials through a combination of child initiated and adult directed activities. They have opportunities to learn to:

- Explore the textures, movement, feel and look of different media and materials.
- Respond to a range of media and materials, develop their understanding of them in order to manipulate and create different effects to express their own ideas.
- Explore colour and colour-mixing techniques and use for a particular purpose.
- Develop skills to use simple tools and techniques competently and appropriately and with care and precision.
- Select appropriate media and techniques and adapt their work where necessary, to encourage independence.
- Talk about their creation and be proud of what they have achieved.

## **Key stage 1**

Pupils are taught:

1. To use a range of materials creatively to design and make products.
2. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
3. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
4. 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.

## **Impact**

Assessment of children's learning in Art and Design is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. Assessment is used to inform differentiation and provide support or challenge when required by the children.

EYFS children are Baseline assessed upon entering Reception and in-line with the Expressive Arts and Design aspect of the EYFS Framework (2020). Progressed is tracked using Target Tracker. Age related expectation levels are reported to parents at the end of each year group.

Summative assessment is conducted half-termly by class teachers to inform the subject leader of progress or skills and knowledge still to be embedded. This is then recorded on school tracking sheets. This data is analysed on a termly basis to inform and address any trends or gaps in attainment. The aim is that, through this monitoring, we will be able to see how Art and Design has an impact on all children. Through planning and lesson monitoring, books and class Big Book scrutinies, conducting learning walks and pupil voice sessions, observing displays and working walls, discussions with staff, we will ensure all children are getting the best possible opportunities to achieve the curriculum objectives, skills and knowledge. Support is put in place both in-class and through a targeted Art and DT lunchtime club.

## **Art and Design Policy**

### **Rationale**

At St Andrew's CE (VA) Infant School, we believe that the development of Art and Design skills will enable the achievement of personal fulfilment and the satisfaction of the whole child. The development of skills in Art and Design can be applied across the whole school curriculum, providing visual and tactile experiences to which the child can relate. Aesthetic development, awe, wonder and a sense of beauty, together with an appreciation of the work and views of others will be central to our Art and Design curriculum.

### **Aims**

#### **In teaching Art and Design we aim to:**

- Provide pupils with the skills, concepts and knowledge necessary for them to express their responses to ideas, feelings and experiences in a visual and tactile form.
- Encourage the development of imagination, original thought and personal expression.
- Enable children to become visually literate by understanding art as a visual and tactile communication and by developing their ability to appreciate and evaluate images and artefacts.
- To introduce children to, and encourage the use of, the correct vocabulary.
- Develop pupils' aesthetic awareness and enable them to make informed critical responses about their own work and that of others.
- Become aware of the work of a range of famous artists to inspire, support and develop their own individual styles of work and encourage children to value the contribution made to their world by artists, craft workers and designers from many cultures and to know how this reflects and shapes our history.
- Help children develop socially through collaborative working and to enable the children to critique, evaluate and test their ideas and the work of others.
- To produce two-dimensional and three-dimensional work.

### **Planning**

- Class teachers will plan their work in relationship to the themed work/topic they are undertaking.
- Class teachers will ensure they plan with the pupils' abilities, experiences and interests in mind.
- Class teachers will refer to the Key Skills and will ensure that adequate coverage of all aspects of Art and Design are taught: shape, form and space, texture, colour, tone, pattern and line.
- Class teachers will ensure they set clear, achievable, yet challenging goals for all pupils.
- Pupils will be given the opportunity to look at a range of different artists and styles to inspire, challenge and understand history and cultural development.
- Through planning, pupils will have the opportunity to use a range of mediums for mark making and develop their understanding of three-dimensional art and design work to include salt dough, junk modelling, clay and Modroc.
- Where possible, pupils will have the opportunity to use ICT to support their learning in art and design.
- EYFS classrooms will have a well-thought through, inspiring and well-resourced Art and Design area which the children can access freely and on a daily basis.

### **Assessment and Reporting**

- Class teachers will make continuous assessments and use these to inform future planning. They will assess the on-going development of the children's skills and plan differentiated activities to meet the varying abilities of all children under the headings, Emerging, Expected and Exceeding.
- Assessment data will be recorded termly on Target Tracker.
- Parents will have the opportunity to discuss their child's progress at Pupil Progress meetings.
- Pupils' progress will be reported on in the end of year report.
- Pieces of children's work or photographic evidence will be kept as evidence of their attainment in Art in sketch books and class Big Books.

**Monitoring**

- The Subject Leader will monitor teachers' planning, assessments, sketch books and class Big Books, displays and working walls, conduct lesson observations, learning walks and capture pupil voice.
- The Subject Leader will review and audit the key skills (Rainbow Continuum and Sticky Knowledge) alongside SLT.
- All the teaching staff will be involved in any alterations made to the long-term planning of the Art and Design scheme and have a responsibility to ensure that the policy and key skills (Rainbow Continuum and Sticky Knowledge) scheme of work are implemented.
- The policy will be reviewed every two years.

**Behaviour and Safety**


- Pupils will be actively encouraged to take responsibility for their own behaviour and safety and also that of others.
- Resources will only be used if they are considered safe. Checking this will be the responsibility of the adult managing the task. Class teachers must be aware of safe practice when using equipment.
- Protective clothing will be worn for activities that require it (aprons, glasses etc).
- Any accidents will be recorded in accordance with the school's Health and Safety Policy.
- Glue guns will only be used under adult supervision.
- Stanley knives or craft knives must not be used by children or left where children may have access to them.

## Glossary of Terms

Term	Notes
Line	<ul style="list-style-type: none"> <li>• Lines are used to delineate shapes, indicate volume, describe, make patterns and express emotions</li> <li>• They can be bold or sensitive, angled or curved, soft or hard</li> </ul>
Shape	<ul style="list-style-type: none"> <li>• Shapes can be easily recognised and immediately understood</li> <li>• They can form symbols</li> <li>• They can be 2 or 3 dimensional</li> </ul>
Form	<ul style="list-style-type: none"> <li>• Shapes 'form' an object whether this is done in modeling work or illusionary through drawing or painting</li> <li>• It is possible to create form in 2D work but it is easier in 3D work</li> </ul>
Colour	<ul style="list-style-type: none"> <li>• Can be used to convey feelings, emotions, atmosphere, moods and ideas</li> <li>• Children's ability to select, mix and apply colour helps them to communicate</li> <li>• Whilst some media is suitable (paint, coloured pencils with sufficient range of colour) felt tips are not suitable for this</li> </ul>
Tone	<ul style="list-style-type: none"> <li>• Tell us how much light and dark can be seen. Tone can help to suggest volume or depth</li> </ul>
Pattern	<ul style="list-style-type: none"> <li>• Can be seen in the natural and built world. It is related to Maths, decoration, symbolism and cultural styles throughout history</li> </ul>
Texture	<ul style="list-style-type: none"> <li>• Can be seen and felt. The illusion of texture can be created in 2D work but it is easiest to achieve this as 3D work</li> </ul>
Primary colours	<ul style="list-style-type: none"> <li>• Red, yellow and blue</li> </ul>
Secondary colours	<ul style="list-style-type: none"> <li>• Orange – red + yellow</li> <li>• Green – blue + yellow</li> <li>• Purple – red + blue</li> </ul>
The Spectrum	<ul style="list-style-type: none"> <li>• Red, orange, yellow, green, blue, indigo, violet</li> </ul>
Harmonious Colours	<ul style="list-style-type: none"> <li>• Colours that are next to each other in the spectrum that go well together</li> </ul>
Complimentary Colours	<ul style="list-style-type: none"> <li>• Colours that are opposite each other in the spectrum</li> </ul>
Black and White	<ul style="list-style-type: none"> <li>• These are not true colours. Use white to lighten the colour, use black to darken the colour</li> </ul>
Tertiary Colours	<ul style="list-style-type: none"> <li>• Need three colours to be produced e.g. brown = red + yellow + blue (all 3 primary colours)</li> <li>• Turquoise = Blue + yellow + white</li> <li>• Mauve = Blue + red + white</li> <li>• Skin tones need a combination of yellow and brown along with red and white</li> </ul>



## **STICKY KNOWLEDGE - Art and Design**

	Knowledge	Skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• What is ART / DT?</li> <li>• What is an artist?</li> <li>• Primary colours - red, blue and yellow</li> <li>• Drawing</li> <li>• Painting</li> <li>• Key artist - Kandinski</li> </ul> 	<ul style="list-style-type: none"> <li>• Explore colour mixing</li> <li>• Naming primary colours</li> <li>• Self portraits</li> <li>• Pastels</li> <li>• Hold and use a paintbrush correctly</li> <li>• Appropriately select a paint brush</li> </ul>
<b>Year One</b>	<ul style="list-style-type: none"> <li>• Secondary colours - mixing</li> <li>• Drawing - exploring different pencils</li> <li>• Printing</li> <li>• Light / dark</li> <li>• Key artists - Henri Rousseau, Andy Goldsworthy and Berndnaut Smildes</li> <li>• Digital media</li> </ul>	<ul style="list-style-type: none"> <li>• Colour mixing for a purpose</li> <li>• Applying paint using a range of tools</li> <li>• Using a range of drawing (observational)</li> <li>• Sculpture</li> </ul>
<b>Year Two</b>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• Symmetry</li> <li>• Shade - pencil grades, line thickness</li> <li>• Tone</li> <li>• Evaluation</li> <li>• Artist Van Gogh</li> <li>• Engineer</li> <li>• Key artists - Peter Brooks and Roger Davis (both local), Georgia O'Keefe, Paul Klee</li> <li>• Further observational drawing</li> <li>• Water colours</li> <li>• Digital art linked to collage</li> <li>• Large scale artwork</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident at selecting and using different media for a purpose</li> <li>• Modelling to include using natural sculpture</li> <li>• Printing</li> </ul>

## **Deepening Skills / Greater Depth in Art and Design at St Andrew's Infant School**

### **What Deepening Skills / Greater Depth means in Art**

Creating the opportunity for this stage in Art and Design involves allowing pupils the independence to apply their learning at a deeper level. Nurturing the pupils who show natural talent and giving all children the opportunity to take an idea or a new skill and adapt it or develop it further independently.

### **Guidance from professional bodies**

A report published by Ofsted in 2008 'Making a Mark: Art, Craft and Design Education' states:

- Where achievement was good or outstanding, pupils' strong understanding of how well they were doing was reinforced by regular use of sketchbooks to develop ideas, record observations, explore different media or evaluate their work.
- Risk-taking also contributed to the highest achievement.
- Exposure to original work created by other artists, craft makers and designers raised pupils' creative aspirations and accelerated their progress.
- Pupils' observations of creative work at first hand inspired them to record observations, explore techniques and develop ambitious ideas which were far in advance of their previous work.
- Build partnerships with local art galleries.
- Pupils allowed the time to develop their own ideas, select resources and combine different forms of media, supported by their teacher and demonstrations.
- Opportunities given for children to make decisions about the scale of work.

### **Planning for Deepening Skills / Greater Depth**

Children are encouraged to self-serve and select appropriate tools by providing opportunities to use varied tools throughout the school, carefully and with precision.

Teachers plan time for experimentation and personalisation and do not have a fixed idea of an outcome.

Teachers are encouraged to plan imaginatively; to achieve greater depth or exceeding in Art and Design, children can be encouraged to demonstrate a technique, experiment and test ideas. (Bloom's Taxonomy)

### **Teaching for Deepening Skills / Greater Depth**

Teachers teach and name techniques so that the children can then use and refine these techniques in subsequent lessons and refer to them in later lessons by recalling appropriate vocabulary.

## **What Deepening Skills / Greater Depth Looks Like**

Pupils working at this level will be able to:

- work independently, after the initial teaching has taken place
- research and adapt the ideas and processes of a known artist in their own art
- display a higher level of technical skill with a broad range of tools and media
- have a greater breadth of knowledge about artists and can explain, make judgements and offer personal opinions about works of art
- think of innovative ways to use their growing knowledge to enhance creativity and develop a style of their own
- evaluate their work and work independently to assess and improve their art



“Every child is an artist.  
The problem is how to  
remain an artist  
once we grow up”  
- Pablo Picasso

twistedsifter.com

## **Achievement and Assessment of Skills; Deepening Skills / Greater Depth**

### **What would it look like?**

- **Generating Ideas:** Showing greater complexity  
observation, originality, perception, aspiration, creativity
- **Making:** Showing greater technique, skill, control,  
complexity, mastery, quality, judgement, creativity
- **Evaluating:** Showing greater judgement,  
independence, perception, subtlety
- **Knowledge:** Showing greater breadth, contextual  
understanding, explanation, judgement

*Art and Design assessment should never be a judgement passed from teacher to pupil, it should be positive guidance for improvement. Art and Design assessment should promote and improve learning and the most important aspect of the assessment process is creativity itself.*

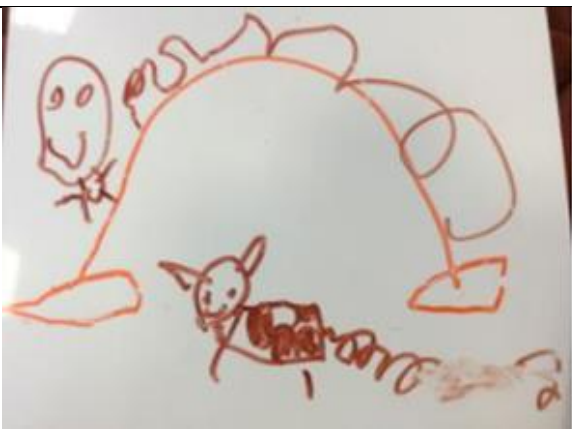

Paul Carney Arts, 2020

It is very difficult to assess Art and Design as work cannot be judged as right or wrong, as in other subjects.

It is a personal journey and is not always about judging a finished piece. Pupils can grow and achieve in different ways, not always evident in a finished piece. A continuing dialogue throughout the lesson, through discussion with the pupil and the teacher offering advice, will produce a much more in-depth judgement of the work than just assessing the piece when it is finished. Students need to understand that it is perfectly normal to feel frustrated and yet be able to give themselves credit and move on. They should not only learn how to develop technique but also how to analyse their own work fairly and make good choices. Assessment should become a positive, healthy experience where pupils take creative decisions comfortably and learn from their mistakes.



### **Work Examples**

What Deepening Skills looks like in **EYFS**:

Work at the Expected Standard	Work showing elements of Deepening Skills
	
<p>The children in class were set a challenge to draw a bridge to save the gingerbread man from the fox. Child 1 drew this independently. He has selected his own equipment and has drawn using detail. He is aware of the different shapes and is beginning to understand how to draw people.</p>	<p>Child 2 has an artistic flair and has selected equipment carefully to achieve the desired effect, including a narrow brush and has mixed her own colours to achieve the desired colours. She has a clear understanding of how to draw people and has painted features, in detail, very carefully on her princess's face.</p>

What deepening skills / greater depth or exceeding looks like in **Year 2:**

### **Drawing and Painting**

Work at the Expected Standard	Work showing elements of Deepening Skills / Greater Depth
	
Most of the class have made close observations of the flowers, with some resembling the actual flower and some an interpretation of what the flower looked like (and contorted hazel).	These 2 pictures show greater detail, close observation, fine pencil work and attention to detail. The second has a layered 3D affect representing what was actually seen. Very intricate petals have been painted in fine detail.



# Skills in Art and Design:

St Andrew's CE (VA) Infant School – Key Stage 1 – Arts Curriculum

Our Aims

- Children will be able to use visual language skillfully e.g. line, shape, pattern, colour, texture, form to express emotions, interpret observations and accentuate their individuality.
- Children will be able to communicate fluently in a visual and tactile form
- Draw confidently and adventurously from observation, memory and imagination.
- Be confident to explore and develop their marks and communicate purposeful drawing in 2D, 3D or digital media
- Have knowledge of other artists and designers, craftmakers and designers.
- Be independent, initiative and original in their work and to explore their creativity.
- Be able to confidently select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- Have the ability to reflect on, analyse and critically evaluate their own work and that of others.
- Develop a love for Art and Design

Exploring and Developing Ideas

- Record and explore ideas from first hand observations.
- Ask and answer questions about the starting points for their work
- Develop their ideas – try things out, change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.

Evaluating and Developing work

- Review what they and others have done and say what they think and feel about it.
- Identify what they might change in their current work or develop in future work.
- Comment on each other's work as well as famous people's work explaining why they like or dislike a piece of work (local art galleries)

Drawing

Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk.

Control the types of marks made with the range of media

YR2: Pens

Lines and Marks

Name, match and draw lines / marks from observations  
Invent new lines  
Draw on different surfaces with a range of media.

Shape

Observe and draw shapes from observations.  
Draw shapes in between objects.  
Invent new shapes.

Tone

Investigate tone by drawing light / dark lines, light dark patterns, light / dark shapes

Texture

Investigate textures by describing, naming, rubbing and copying.

Digital Media

Painting

Printing

Textiles

3-D

Collage

E  
Y  
F  
S

Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.

**Early Learning Goal**  
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for

Mixing paint correctly  
Name primary colours  
Experiment with different sized brushes  
Variety of paper – Colour, shape, size  
Self-service and care of equipment.  
Mix secondary colours  
Work at a variety of surfaces, tables, easels etc.  
Explore textures of paint

Printing with found objects / body parts / fruits / vegetables  
Extending patterns  
Exploring different surfaces that will print  
Printing on a variety of surfaces, e.g. textured paper, fabrics etc.  
Create a printed texture and pattern by layering prints  
Using rollers to print

Sewing with laces  
Bead threading  
Weaving on different surfaces with large holes, paper plates, fences, strips of paper, cloth etc.  
Sorting materials for texture, colour – develop a descriptive language  
Weaving frames

Joining of different materials e.g., glue, sellotape, masking tape, glue stick, staplers, split pins, treasury tags etc.  
Develop language for shape, size, position.  
Explore different types of construction, building blocks, lego, duplo etc.  
Talk about weak / strong structures, think of ways to

Teach cutting skills, scissors, tearing etc.  
Work on a variety of back grounds  
Teach how to use the different glues, glue, sticks, paper mache etc.

Y  
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R

Explore ideas using digital sources i.e. internet, CD-ROMs

Record visual information using digital cameras, video recorders.

Use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas shapes using eraser, shape and fill tools. (2point program)

**Colour – Every year must introduce/revisit primary colours by name, mix primary shades and tones.**

Use a variety of tools and techniques including different brush sizes and types and paint on wet / dry paper.

Mix and match colours to artefacts and objects.

Work on different scales.

Experiment with tools and techniques e.g. layering, mixing media, scrapping through.

Name different types of paint and their properties

**Texture** – create textured paint by adding sand, plaster

Collaborative work – group piece

Print with a range of hard and soft materials e.g. Corks, pen barrels, sponge etc.

Make simple marks on rollers and printing palettes – Take simple prints i.e. mono – printing.

Roll printing ink over found objects to create patterns e.g. mesh / stencils / natural objects

Build repeating patterns and recognise pattern in the environment

Create simple printing blocks with press print / screens.

**Colour** – Experiment with overprinting motifs and colours

**Texture** – make rubbings to collect textures and patterns.

Match and sort fabrics and threads for colour, texture, length, size and shape.

Change and modify threads and fabrics, knotting, fraying, weaving, fringing, pulling threads, twisting plaiting.

Cut and shape fabric using scissors / snips

Random embroidering using thick needle on hessian to apply decoration using beads, buttons, feathers etc.

Constructing with paper, rolls of paper, crumpled paper and shapes

Construct using natural materials, e.g. bark, twigs, leaves, stone.

Explore ways of joining together e.g. gluing, binding, taping etc.

Observational work based on natural objects, pebbles, shells.

Exploring with clay and other types of materials to build structures and explore own ideas, e.g. figures, animals.

Understand the safety and basic care of materials tools – take responsibility for the cleaning and washing of equipment.

**Collages based on textures, colours, types of materials**

Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.

Arrange and glue materials to different backgrounds.

Sort and group materials for different purposes e.g. colour texture.

Fold, crumple, tear and overlap papers.

Work on different scales.

**Colour** – collect, sort name match colours appropriate for an image.

**Shape** – create and arrange shapes appropriately

**Texture** – create, select and use textured paper for an image.

Y E A R  2	<p><b>As above and</b></p> <p><b>YR2 – use basic selection and cropping tools (2 paint etc)</b></p>	<p><b>Colour – Every year must introduce/revisit primary colours by name, mix primary shades and tones.</b></p> <p><b>Reinforce prior learning</b></p> <p>Mix a greater range of secondary colours – describing shades.</p> <p>Mix different paint consistencies – (washes / Thick and experiment with different types of paint – oil based, water colours etc.</p> <p>Link to looking at appropriate artists work.</p> <p>Mixing and blending different forms of media together paint / pastels / pencil etc.</p> <p>Explore dark and light tones / mixing adding black or white and to develop control</p>	<p>Look and discuss different types of print – text / fabric/wall/paper/computer</p> <p>Make a simple print block and find ways of making a pattern (repeat / rotate).</p> <p>Teach how to use print rollers with inks etc.</p> <p><b>YR 2 – Design more repetitive patterns</b></p> <p>Explore ways of printing, creating patterns working on different coloured back grounds. Discuss and compare.</p>	<p><b>YR2 – apply shapes with glue or by stitching</b></p> <p><b>Create cords and plaits for decoration.</b></p> <p><b>Colour</b></p> <p>Apply colour with printing, dipping, fabric crayons.</p> <p><b>YR2 - Create and use dyes i.e onion skins, tea, coffee</b></p> <p><b>Texture</b></p> <p>Create fabrics by weaving materials, i.e. grass through twigs. Carrier bags on a bike wheel etc.</p>	<p>Manipulate malleable materials in a variety of ways including rolling and kneading.</p> <p>Explore sculpture with a range of malleable materials.</p> <p>Manipulate malleable materials for a purpose e.g. pot, tile</p> <p>Understand the safety and basic care of materials tools – take responsibility for the cleaning and washing of equipment.</p> <p><b>Form</b> – Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Use simple 2-d shapes to create a 3-d form</p> <p><b>Texture</b> – change the surface of a malleable material e.g. build a textured tile.</p>	<p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials for different purposes e.g. colour texture.</p> <p>Fold, crumple, tear and overlap papers.</p> <p>Work on different scales.</p> <p><b>Colour</b> – collect, sort name match colours appropriate for an image.</p> <p><b>Shape</b> – create and arrange shapes appropriately</p> <p><b>Texture</b> – create, select and use textured paper for an image.</p>