



Lutley 
Primary School

Curriculum Progression Document

Art and Design



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Art and Design Curriculum Intent

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As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

Art and Design Subject Intent

It is our intent that children will study and understand significant artists and artwork which will enable them to respond in a range of media. Through a child's artistic journey at Lutley, they will learn from a variety of cultures and artistic experiences to develop their individual creativity, which will inspire them to express themselves, using their imagination, initiative and original ideas. They will become confident drawers, painters, sculptors, craft makers and digital designers.

National Curriculum

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

Concepts

Develop ideas

This concept involves understanding how ideas develop through an artistic process.

Master techniques and skills

This concept involves developing a skill set so that ideas may be communicated.

Take inspiration from the greats.

This concept involves learning from both the artistic process and techniques of great artists and artisans throughout history.

Expressive Arts and Design in the Early Years Foundation Stage



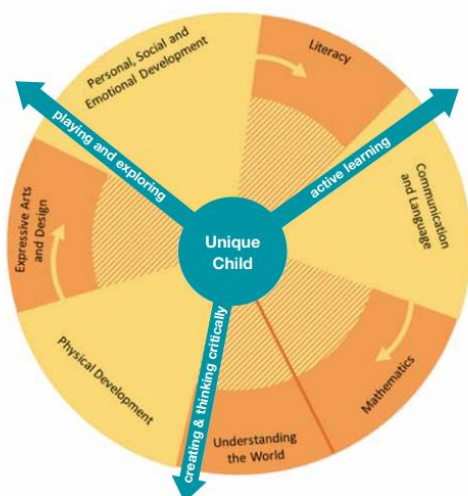
Developing Early Expressive Arts and Design skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of expressive arts and design in our EYFS:

ELG 16: Expressive arts and design: Creating with materials

Children at the expected level of development will:




- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG 7: Communication and language: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

EAD Programme of Study

Underpinned by Development Matters (what the children will be learning)	Children in Reception will be learning to: <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively sharing ideas, resources and skills. - Explore art through a variety of mediums when opportunities arise through exploration: EG: exploring with Diwali designs using paint during Diwali celebrations or exploring with digital media to create firework imagery during bonfire night celebrations. 		
EYFS	Autumn 1	Spring 2	Summer 1
Staff CPD: Information about the artist and the artwork	Artist: Vincent Van Gogh Name of artwork: Self Portrait, Autumn 1899	Artist: Giuseppe Arcimboldo Name of artwork: Spring	Artist: Henri Rousseau Name of artwork: Tropics
Artwork			



Implementation of Whole School Art and Design Programme of Study

Programme of Study

	Autumn	Spring	Summer
Year 1	Starry Night by Vincent Van Gogh Art period: Impressionism	Tiger in a Tropical Storm by Henri Rousseau Art period: Primitivism	The Snail by Henri Matisse Art period: Abstract
Year 2	'Summer' by Guiseppe Archimboldo Art period: Mannerism	Mona Lisa by Leonardo Da Vinci Art period: Renaissance	Coming Home from the Mill by L.S Lowry Art period: Primitivism
Year 3	The Weeping Woman by Pablo Picasso Art period: Cubism	Composition of Red, White, Blue and Yellow by Piet Mondrian Art period: Abstract	Queen Elizabeth I by Marcus Gheereats Art period: Baroque
Year 4	The Houses of Parliament by Claude Monet Art period: Impressionism	Yellow, Red, Blue by Wassily Kandinsky Art period: abstract	Andy Goldsworthy Art period: Environment Art
Year 5	Ulysses Deriding Polyphemus by Joseph Mallord William Turner Art Period: Romanticism	Marilyn Monroe by Andy Warhol Art period: pop art	Gassed by John Singer Sargent Art period: Realism
Year 6	The Persistence of Memory by Salvador Dali Art period: surrealism	Art period: Art deco	Van Gough's Shoes by Vincent Van Gogh Art period: Post Impressionism

Approaches to Teaching and Learning in Art and Design

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. The study of each artist/style/movement in sufficient depth to obtain genuine insights as to how they have influenced and contributed to art and design through history and today.
- The use of sketchbooks to record, explore, practice, refine and master artistic skills and techniques.
- The effective use of a range of resources to learn about, and to learn from different artists, artwork, skills and techniques including: quality books, websites, photographs, pictures, videos and computing software.
- The effective use of a range of high-quality media to enable; drawing, painting, printing, collage, sculpture and textiles.
- The consistent use of a range of teaching and learning approaches to engage pupils in art and design. This will include questioning, observing and recording, sketching, exploring ideas, class and group discussion, teaching specific knowledge, skills and techniques, progressing and rejecting ideas, learning from, as well as responding to the work of other artists and artisans.
- The opportunity to really notice the world; the chance to engage the imagination; to promote subjectivity; to inspect our own ideas as art is created; and to discover our emotional selves.
- The use of enrichment opportunities such as after-school art clubs and participation in competitions.
- Developing pupils' ability to think critically, reflect, debate, discuss and evaluate artworks and their feelings/ reactions to them.
- Enabling pupils to develop an overview of art and design, by exploring and drawing links between significant artists from the past, as well as contemporary artists.

Teaching, Recording, Feedback, Assessment and Reporting

These areas are intrinsically linked, with the aim of making progression against art concepts clear to all stakeholders.

This will happen by:

- Using key skills for this subject to progress learning not only across each year group, but from year to year. These are based on the National Curriculum programme of study.
- Learning objectives are shared with children each lesson and displayed in children's books.
- Teaching follows a clear sequence – introduce artwork, artist and movement. Explore and develop key artistic skills the artist, practice and apply to create own end point.
- The various methods of recording should demonstrate the children's understanding of the lesson's learning objective and how deeply they have understood the objective based on their success.
- Teachers' immediate feedback is given verbally or through the use of post it notes. No pen is to be used in sketchbooks as this would tarnish pupils' work.
- Children are given the opportunity to assess their own and others' progress against the steps of success and learning objectives. This may be recorded in books or done verbally.
- Teachers should use observations and work recorded by children to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice of skills will focus on children knowing and remembering more of what they have been taught.
- Assessment information will be used to plan future work for the class, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.
- All formative and summative assessments made will be used to inform discussions around pupils' progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc

Using Skills Builder in Art and Design



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.