Subject Story

Art & Design

Intent

At Morden we aim to stimulate children's creativity and imagination. Using visual, tactile and sensory experiences, so children have their unique way of understanding and responding to the world.

We provide a structure and sequence of lessons to ensure the skills required to meet the aims of the national curriculum are covered. Children have the opportunity to explore their ideas and record experiences, as well as exploring the work of other artists and evaluating different creative ideas.
Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other craft skills, e.g. collage, printing, weaving and patterns.
There will be opportunities to develop their knowledge of famous artists, designers and craft makers.
The subject intends to evoke their interest and curiosity about art and design through a series of lessons, offering skills progression and knowledge progression. The lessons will also offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

The National Curriculum for Art and Design states:
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.

Implementation

There is a strong focus on learning and teaching the skills in art and design. It is taught once a week, with the focus changing each term.
Each key stage focusses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons will develop the children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.
There are themed weeks, where the whole school focuses on Art. All children will visit a gallery at least twice during their primary experience. We also have a craft and sketchbook club running throughout the year. There are Art displays throughout the school.

Impact

Children can use observational skills when beginning a piece of art.
Children can use their sketchbooks to record and revisit ideas.

They are able to use technical vocabulary accurately and to know, apply the knowledge, skills and processes used.
Children will become more confident in analysing their work and giving their opinion on their own and other works of art
Children will be competent in improving their resilience and perseverance by continually evaluating and improving their work.

An example of skills and knowledge progression within our Art and Design curriculum

Autumn	Skills - Exploring & Developing Ideas	Drawing	Painting	Sculpture	Collage	Textiles	Printing	Work of Other Artists
Y1	**Joan Miro** Respond positively to ideas and starting points; Describe differences and similarities and make links to their own work; Try different materials and methods to improve; Use key vocabulary to demonstrate knowledge and understanding in this strand: Joan Miro, painting, Magical Realism, realistic, colour, size, life, home, myself.	**Joan Miro** Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: dream, pictorial language		**Joan Miro** Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card; Use a variety of techniques, e.g. rolling, cutting, pinching; Use a variety of shapes, including lines and texture; Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, sculptor, sculpture, shapes, materials, pyramid, abstract, geometric.				**Joan Miro** Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare; Use key vocabulary to demonstrate knowledge and understanding in this strand: Joan Miró.
Y2		**Landscapes & Cityscapes** Draw lines of varying thickness; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, cityscape, building, pastels,	**Landscapes & Cityscapes** Experiment with different brushes (including brushstrokes) and other painting tools; Use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.		**Landscapes & Cityscapes** Use a combination of materials that have been cut, torn and glued; Sort and arrange materials; Use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange.			**Landscapes & Cityscapes** Describe the work of famous, notable artists and designers; Express an opinion on the work of famous, notable artists; Use inspiration from famous, notable artists to create their own work and compare; Use key vocabulary to demonstrate knowledge and understanding in this strand: Monet, Van Gogh, Mertzinger
Y3	**Autumn** Use sketchbooks to record ideas; Explore ideas from first-hand observations; Use key vocabulary to demonstrate knowledge and understanding in this strand: line, pattern, record, detail, question, observe, refine.	**Autumn** Use different materials to draw, e.g. pastels, chalk, felt tips; Show an awareness of space when drawing; Use key vocabulary to demonstrate knowledge and understanding in this strand: light, dark, tone, shadow, line, pattern, texture,	**Autumn** Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary; Use key vocabulary to demonstrate knowledge and understanding in this strand: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.		**Autumn** Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic.		**Autumn** Use more than one colour to layer in a print; Replicate patterns from observations; Make printing blocks; Make repeated patterns with precision; Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, block printing ink, polystyrene printing tiles, inking rollers.	**Autumn** Use inspiration from famous artists to replicate a piece of work; Reflect upon their work inspired by a famous notable artist and the development of their art skills; Express an opinion on the work of famous, notable artists and refer to techniques and effect; Use key vocabulary to demonstrate knowledge and understanding in this strand: John Constable, Thomas Cole, Claude Monet, Henri Matisse, Paul Cézanne, Jackson Pollock

If you were to walk into Art & Design lessons at Morden, you would see:

- A series of planned lessons, where children are building on past learning.
- Children are able to critically discuss the outcome of their work and the work of their peers.
- Children developing 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.
- Children learning and researching well - known artists linked to their own work.
- Use subject specific language when discussing art.

Pupil Voice

"I have learnt different ways of drawing portraits"
"We have learnt where all the features of a face goes."
"We use sketchy lines, when drawing."
"I can make a curve using a ruler."
"I am able to create my own designs, looking at the work of Beatriz Milhazes."
"I have learnt about Lowry, who went straight to painting and he didn't care what people thought. He is a good role model."
"Our sketchbooks show how we have learnt different skills and when."
"I can express my feelings in Art by using different colours."
"I learnt that Hokusai, who painted 'The Great Wave' used Indian inks. He also played with the picture so that the wave looked like little hands."
"You can mix different colours to create new colours."

Outstanding examples of learning

Linking Art to Literacy

Watercolours

Bodies sculpture

– Year 4

Egyptian clay art – Year 6

Nature collage – Year 5

Mosaic Art– Year 3

African dot painting during Lockdown school

Craft linked to making Christmas decorations

Successes in 2020-2021

Identify:

- Art will be taught on an alternate half-term weekly basis across the school.
- Twinkl scheme of work will be used across the school to teach Art.
- Lessons will plan opportunities to build on skills (rather than looking at a new skill each week).

Develop:

- Progression of skills written, mapping skills, knowledge and vocab across year groups and unit plans link back to this (evident in MTPs).
- Artists used in planning to reflect diversity.

Priorities for 2021 - 2022

Identify:

- Progression documents for each year group will be reviewed to reflect diversity.

Develop:

- A bank of resources to support diversity coverage will be sourced.
- The format of end of unit assessment will be agreed to understand what the children know, inform planning and curriculum coverage.
- Children will be aware of their own progression of skills and knowledge.

Embed:

- Monitoring will show that Art lessons match lesson plans, which match progression documents.
- Learning objectives always make skills clear.
- Non-negotiables outlined above (*If you were to walk into an Art lesson …*) are evident in all lessons.
- Children are aware of different artists.
- Diversity will be reflected across LTP for Art.
- End of unit assessment will take place and outcomes inform planning of the next unit.

Priorities beyond 2022

Establish:

- Children will make informed choices about how to complete their own work (work will become more personalised).
- Children will find their own style.
- Children will produce high quality end products at the end of each unit of work.
- Children will be able to discuss work by different artists with confidence, expressing and explaining preferences.

Some websites you might find particularly interesting

https://www.nationalgallery.org.uk/

https://www.tate.org.uk/

https://www.npg.org.uk/