



## **Subject Story**

### **Art & Design**

At Morden we aim to stimulate children's creativity and imagination. It is taught every half term, once a week, with the focus changing each term.

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. 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.

#### ***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.*

#### **If you were to walk into Art and Design lessons at Morden, you would see:**

- **Different forms of Art and Design** – children identifying the difference between sculpture, collage, printing, painting and drawing.
- **The use of key vocabulary and phrases repeated throughout the lesson and across the unit** – consolidating previous learning and enabling the children to become familiar, confident and more fluent in developing their own responses to recognised questions.
- **Reference back to the unit title page** – at the start of each lesson, focussing attention on the skills to be developed in the proceeding learning activities.
- **Retrieval practice** – giving learners the chance to consolidate previous skills and knowledge.
- **Critically discussing their own work and the work of their peer** - allowing the children to develop subject specific language.
- **Children developing techniques** – including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- **Researching Artists** – who are linked to their own work and understanding their inspiration.
- **Discussing the work of known Artists** – allowing children to give their opinion about the Artist work with an explanation.
- **Inclusivity** – learning that is accessible for all.

## Pupil Voice

### YEAR 1:

"I liked the Surrealist drawings because my drawing was about my family."

"I liked putting my dog into my drawing."

"Our Teacher showed us how to print."

"Art lessons are fun."

### YEAR 5:

"I feel proud of my bird drawing, because the different marks I made show different textures."

"I am proud of my digital landscape because I could use my imagination and no-one can say if you are right or wrong."

### YEAR 6:

"I love Art and I'm very proud of my observational flower drawing."

"I enjoyed making the wreath because my sculpture looked like my design."

"I like making positive comments about other children's work."

"I would like to draw more animals."

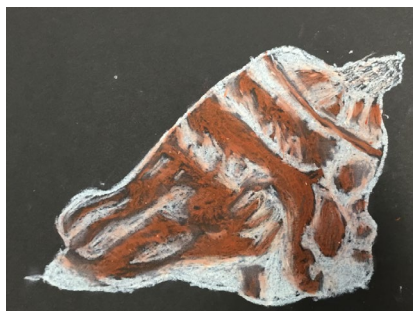
"I would like longer Art lessons."

## 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	<b>Joan Miro</b> 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.	<b>Joan Miro</b> Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture; Use different materials to draw, for example pastels, chalk, felt tip; Use key vocabulary to demonstrate knowledge and understanding in this strand: dream, pictorial language		<b>Joan Miro</b> 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.				<b>Joan Miro</b> 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 Miro.
Y2		<b>Landscapes &amp; Cityscapes</b> Draw lines of varying thickness; Use different materials to draw, for example pastels, chalk, felt tip; Use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, cityscape, building, pastels.	<b>Landscapes &amp; Cityscapes</b> 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.		<b>Landscapes &amp; Cityscapes</b> 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.			<b>Landscapes &amp; Cityscapes</b> 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, Metatravel.
Y3	<b>Autumn</b> 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.	<b>Autumn</b> Use different materials to draw, e.g. pastels, chalk, felt tip; 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.	<b>Autumn</b> 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.		<b>Autumn</b> 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.		<b>Autumn</b> 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 roller.	<b>Autumn</b> 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.

## Examples of learning

### Year 5 pastel work – shells



### Year 3 insect mosaics



**Year 4 developing ideas in sketchbooks - painting**



**Reception – 'This is me' painting**



**Year 2 weaving paper baskets**



**Year 6 – outdoor learning land art**



**Year 1 assessment piece – Surrealist Art**



**Year 4 Cultural week portraits**





## **Successes in 2022-2023**

- Planning and progression documents for each year group have been reviewed to reflect diversity.
- Cross curricular links with Anti- Bullying Week and Art and Art and Science.
- A bank of resources to support diversity coverage has been sourced.
- Diversity / inclusion questions mapped across the Long-Term Plan for each year group.
- 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.
- End of unit assessment in place and outcomes inform planning of the next unit.
- Children confidently apply skills in art across the wider curriculum.
- Cross-curricular links: Coronation Art – Artwork created about the King's coronation.
- Inspiring Art displays around the school.

## **Priorities 2023 -2024**

- 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.
- Looking at a new scheme of work for Art and Design, using resources from 'Access Art'

## **Ambitions for Art at Morden Primary School**

- To have termly whole school art projects, which could include other members of Morden families and the wider community.
- All classes to visit an Art Gallery at least once every year.

## **Some websites you might find particularly interesting:**

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

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

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