



## 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

<b>Printmaking</b>	Understand prints are made by transferring an image from one surface to another. <u>Simple Printmaking</u>  Understand relief prints are made when we print from raised images (plates). <u>Simple Printmaking</u>		Understand that screen prints are made by forcing ink over a stencil. <u>Working with Shape &amp; Colour</u>  Understand that mono print can be used effectively to create prints which use line. That screen prints can be used to create prints which use thicker lines and / or shapes. <u>Working with Shape &amp; Colour</u>		Understand that mono types are single monoprints. Understand that artists sometimes use printmaking to create a larger artwork, e.g. an installation or an <u>artists</u> book. <u>Making MonoTypes</u>	Understand that artists sometimes use their skills, vision and creativity to speak on behalf of communities they represent, to try to change the world for the better. <u>Activism</u>  Understand that the nature of the object (artwork in gallery, graffiti on wall, zine) can be specific to the intention of the artist. <u>Activism</u>
<b>Collage</b>		Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Explore &amp; Draw</u>	Understand that we can combine collage with other disciplines such as drawing, printmaking and making. <u>Working with Shape &amp; Colour</u>			

## Examples of learning

### Nursery – Finger painting



### Year 3 – Experimenting with charcoal



### Year 4 – Linking Art to Literacy



### Reception – 'This is me' painting



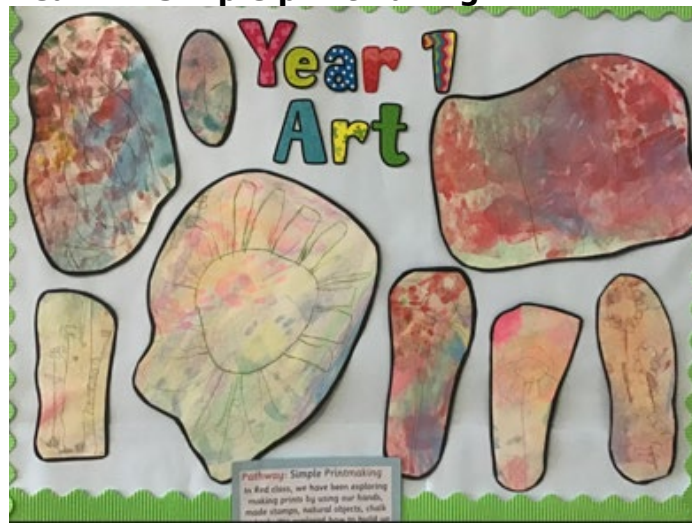
**Year 2 Drawing from nature**



**Year 6 – outdoor learning land art**



**Year 1 – Simple printmaking**



**Cultural week portraits**

**Reception – Poppy painting**



**Reception - Fireworks**



**Year 5 – Discussing feature Artist**

KEVORK MOURAD – Seeing Through Babel

It # at makes me feel like im levitating since it's so # realistic, and, it looks like # the # great a tower tower except it's 2 dimensional.



Looks like many vines wrapped around a palace. I hope I don't forget this epic art.

**Year 6 – Producing zines about themselves**



**Year 5 -Experimenting with line drawings**



**Nursery – Portrait painting**



## **Successes in 2023-2024**

- Planning and progression documents for each year group have been reviewed to reflect diversity.
- Cross curricular links with Anti- Bullying Week and Art, Cultural Week and Art.
- A bank of resources to support diversity coverage has been sourced.
- Diversity / inclusion questions mapped across the Long-Term Plan for each year group.
- Children are aware of diverse, living Artists, who use recent worldwide issues as their inspiration.
- Inspiring Art displays around the school.
- Sketchbook Club (weekly)
- Children will make informed choices about how to complete their own work (work will become more personalised).
- Children finding their own style.
- Children producing high quality end products at the end of each unit of work.
- Children can discuss work by different artists with confidence, expressing and explaining preferences.

## **Priorities 2023 -2024**

- To have termly whole school art projects, which could include other members of Morden families and the wider community.
- Most classes to visit an Art Gallery at least once every year.
- Children to build on and discuss prior skills learnt.
- Children to continue to produce high quality end products at the end of each unit of work.

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

- For children to understand that Art can be an expression of their experience.
- To have an Art exhibition at Morden Primary School.

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

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

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

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

[Pathways \(accessart.org.uk\)](https://www.accessart.org.uk/)