

Developing an approach to teaching and learning in Art and Design

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.

NC 2014

Teaching and learning in Art and Design at Wormley Church of England Primary School aims to ensure that all pupils:

- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- produce individual, creative work, exploring their ideas and recording their experiences
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

We encourage children to notice carefully, to think about what they see, what they hear and what they feel, and to demonstrate their learning in a variety of ways: mark making, sketches, colour mixing, paintings, sculpture, fact files etc. Learning can be recorded in the children's artistic logs, class topic books, a class folder, displays around school.

To inspire the children, we have a bespoke art space within a converted double-decker London bus. The bus provides a stimulating space for the children as well as a space that can be used by the community. This inspiration is being realised as we are midway through achieving the Artsmark.

DEVELOPING SKILLS

These are the skills we want children to develop as an artist and a designer:

Curiosity	Be curious about the world. Ask questions and wonder why
Active Listening	Give your full attention to what different people say, taking time to understand the points being made and asking questions as appropriate
Critical Thinking	Use logic and reasoning to identify the strengths and weaknesses of alternative ideas, conclusions or approaches to problems
Active Learning	Investigate ways to present ideas, feelings
Judgment and Decision Making	Have respect for alternative perspectives that may be different from our own
Collaboration	Work with others to achieve more
Writing	Communicate effectively in writing for the needs of the audience.
Speaking	Talk clearly to others to convey information effectively.
Social Awareness	Recognise that people see things in different ways.
Persuasion	Persuade others to change their minds based on your evidence

MASTERY IN ART AND DESIGN

Through a variety of creative and practical activities, children should be taught the knowledge, understanding and skills needed to engage in the creative process of art and design. They should work in a range of relevant contexts.

KEY PRINCIPLES

There are 4 key principles in Art and Design (split into KS1/KS2):

Design	To use a range of materials creatively to design and make products
	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
Experiment and Evaluate	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
	Create sketch books to record their observations and use them to review and revisit ideas
Techniques	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
Knowledge	Know 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.
	Know about great artists, architects and designers in history

SCHEME OF LEARNING FOR ART & DESIGN

There is a scheme of learning for the school to ensure a broad coverage and cross-curricular links. The progression of skills has been mapped out. Teachers should consider both when planning their art and design project.

Below are suggested activities which link art & design in cross-curricular learning

Year 1&2		
Pencil control activities Mixing primary colours – red, yellow, blue Crazy blot pictures Create clay animals Wool winding/mixing/weaving Draw dinosaurs/3D models or clay sculptures of dinosaurs <u>Artist</u> <i>Van Gogh – The Sunflower</i>	Matchstick men, women, animals Mixing hot and cool colours (powders) Collage - views through a window/seasons - tones and colour <u>Artist</u> <i>Lowry – ourselves</i> <i>Hockney</i>	Designing/making small gardens - range of material to be used, including natural materials. Mark-making with leaves and bark using a range of materials such as wax rubbing/paint printing Fruit faces <u>Artist</u> <i>Monet - landscapes</i> <i>Giuseppe Arcimboldo/ Rene Magritte - fruit faces</i>
Pencil lines and marks – thin, thick, curved Mark-making with charcoal Mixing secondary colours – violet, green, orange Fire pictures – paint backgrounds/black paper silhouettes Cities at night – places <u>Artist</u> <i>Hengki Lee – Silhouettes</i> <i>Shymchonak – cities at night</i>	Textiles - layering materials to make lamps/lantanas Self-portraits/complete a photograph - symmetry of faces Pointillism Large class drawing/painting/collage of Florence Nightingale using squares - acrylic paint <u>Artist</u> <i>Leonardo da Vinci – portraits</i> <i>Seurat & Signac – pointillism portraits</i>	Seaside scapes – with paint and collage Printing using sponge and potatoes Designing/making 3D seaside huts <u>Artist</u> <i>Flicker Hive Mind – seaside scapes</i>
Media – pencil, crayon, ready mix, powder, clay, plasticene, textiles (fabric, wool)		

Year 3&4		
<p>Designing/making Egyptian artefacts - mod rock, papier mache, 3D sculpture</p> <p>Decoupage – designing/making/decorating boxes 3D landscapes</p> <p>Artist <i>David Mach</i>- modern sculpture <i>Jill Barnes-Dacey</i> - decoupage</p>	<p>Night skies – line pattern and shape Dreamscapes using unexpected colours</p> <p>Design and make Harry Potter wands Designing/making wire/mod-roc figures in action</p> <p>Artist <i>Van Gogh</i> – The Starry Night <i>Romero Britto</i> – Pop Artist</p>	<p>Weather pictures Watercolour paint - wet on wet Splattering Mixing paints for moods/emotions</p> <p>Observational drawings of plants</p> <p>Artist <i>Renoir</i> - Impressionists Les Parapluies <i>Georgia O'Keeffe</i>- Plants</p>
<p>Fabric weaving</p> <p>Print and pattern making using polystyrene tiles Mosaics – paper/tile</p> <p>Pop art - draw/paint robots</p> <p>Artist <i>Eric Joyner</i> – pop art</p>	<p>Figure drawing (wood model) Human abstracts</p> <p>Applique/collage – exploring line, shape, colour (link to rainforest)</p> <p>Design and make 3D models – chariots/temples</p> <p>Artist <i>Jackson Pollock</i> <i>Rousseau</i> – jungles (habitat)</p>	<p>Exploring colour – mixing paints Exploring perspective</p> <p>Sculpture - opera characters Design an opera set</p> <p>Artist <i>Salvador Dali</i></p>
Media – Media: Introduction to watercolour, charcoal, pastel, modroc, wire, fabric		
Year 5&6		
<p>Greek arts – pottery, weaving, mosaics Design and make a papier mache Greek pot Experimenting with Egyptian line/pattern</p> <p>Still life drawing – experimenting with line, tone, shading</p> <p>Artist <i>Raymond Campbell</i> <i>Cezane</i></p>	<p>Spacescapes – paint/splatter Design and make papier mache planet/solar system Design and make 3D shuttles/rockets</p> <p>Pastels/watercolour - Rivers</p> <p>Artist <i>Kandinsky</i> – space-shape <i>Childe Hassam</i> - pastels</p>	<p>Textile work – Batik – flags from around the world</p> <p>Tile printing – Australian arts</p> <p>Pop Art - portraits</p> <p>Artist <i>Andy Warhol</i></p>
<p>Tie dye – design a t-shirt</p> <p>Experiment with shade, tone and colour – drawing/painting 3D objects</p> <p>Create their own Matisse piece of art on a computer programme such as paint, word etc. or as a large, collaborative mural</p> <p>Artist <i>Matisse</i></p>	<p>3D junk modelling - paper wadding, tissue paper and spray paint (models of the mountain environment) Sculpture – modroc, clay, wire</p> <p>Sketching – evolution</p> <p>Looking a colours and experimenting with tones, shades and colour wheels</p> <p>Artist <i>Rembrandt</i></p>	<p>Still life of fruit using mix media- charcoal, graphite sticks, different drawing pencils.</p> <p>Theatre Art - sets, props, costumes Back drops for plays- range of fabrics, acrylic paint, fabric paint, busho, and lino printing.</p> <p>Modern/street Art Graffiti artist – work shop</p> <p>Artist <i>Bansky</i></p>
Media: Junk modelling, printing inks, mod-roc, wire, acrylics, natural materials, food/drink, pastels, water colour, textiles		

PROGRESSION OF SKILLS IN ART AND DESIGN

Knowledge, skills and understanding:

- Working: in a variety of media; in two and three dimensions; from observations; from experience and imagination
- Developing an understanding of the work of artists, craftspeople and designers in different times and cultures

COLOUR AND TONE Children should:	TEXTURE Children should:	PATTERN AND LINE Children should:	SHAPE, FORM AND SPACE Children should:	ARTIST TO COVER Children should:
Year 1				
Manage paint and mix colours Know by mixing primary colours many new colours can be created Use colour to make images of things seen or imagined	Introduce language and vocabulary relating to texture <i>e.g. rough, smooth, bumpy</i> Investigate textured surfaces using different media <i>e.g. torn paper, clay, fabric, threads, wool</i>	Mark making with lines and shapes Be able to show patterns by repeating simple shapes and marks	Be able to use basic techniques using 3D media <i>e.g. rolling dough, simple weavings</i> Be able to work on large and small scale projects <i>e.g. collaborative painting, junk modelling</i>	Be taught about the work of a range of artists and craft makers. -Van Gogh -David Hockney -Kandinsky
Year 2				
Be able to observe closely and talk about colour Be able to mix colours to match those in natural and made objects	Experiment with techniques for making specific textures Create textured surfaces using different media (<i>torn paper, clay, fabric, threads, wool</i>)	Be able to use lines and patterns in a more informed way <i>e.g. recreating the marks and patterns seen a natural object</i>	Explore 3D sculpture using media such as <i>plasticine, clay, model magic</i> . Be able to work on large and small scale projects <i>e.g. murals, totem poles</i>	Be taught about the work of a range of artists and craft makers. Make links to their own work. -Hengki Lee - -Silhouettes -Collage -Suerat
Year 3				
Increased knowledge about the effects of colour <i>e.g. contrasting or harmonising colours, colours that stand out</i> Be able to apply colour to create different effects	Be able to select and use different media to express qualities of texture <i>e.g. using thickened paint to enhance an image.</i>	Investigating how patterns can be used to create the illusion of texture Recognise patterns in different cultures <i>e.g. Egyptian patterns</i>	Demonstrate increased confidence in using a range of 3D media in different scales <i>e.g. clay, papier mache, model magic, mod rock</i>)	Be taught about great artist, architects and designers in history. -Cezanne -Picasso -Georgia O'keeffe
Year 4				
Develop their understanding of colour to convey moods Show developing confidence in using tone <i>e.g. using shadows in observational drawing and painting</i>	Demonstrate increased confidence and skills in using tactile media <i>e.g. dry texture (sand, leaves, pebbles) and messy texture (cooked noodles, play dough, mud)</i>	Show increased awareness of the expressive qualities of line <i>e.g. angry, calm</i> Show greater control in creating patterns <i>e.g. repeat prints/ rotation/ reflection</i>	Be able to use more complex techniques in 3D media <i>e.g. joining slabs of clay, mod rock</i>	Be taught about great artists, architects and designers in history. -Eric Joyner -Jackson Pollock -Henri Rousseau
Year 5				
Be able to use colour and tone purposefully in a range of media <i>e.g. still life with pencil</i>	Demonstrate increased confidence and control in using tactile mediums <i>e.g. work with textiles such as applique</i>	Investigate proportion in art work <i>e.g. photography</i> Be able to organise and use a range of source materials to inform their work <i>e.g. Judaism or Victorian pattern</i>	Include more attention to detail in 3D models and large scale artwork Demonstrate increased confidence and skills in planning their work and in using a range of materials and tools <i>e.g. wood</i>	Be taught about great artists, architects and designers in history. -Monet -Andy Warhol -Theatre Art - sets, props, costumes

Year 6				
Be able to use tone to describe the three dimensional nature of objects <i>e.g. still life with paint</i>	Be able to create and represent textures with increased accuracy, showing the ability to plan when creating effects	Be able to talk about how pattern and line have been used by other artists and apply it to their own artwork	Be able to plan their work appropriately Be able to select the appropriate tools and techniques Demonstrate the ability to apply previously acquired skills and knowledge <i>e.g. model making, large scale murals</i>	Be taught about great artist, architects and designers in history. -Michael Angelo -Matisse -Banksy

EVALUATION

We encourage the children to evaluate the project using this tool:

- What are you proud of?
- What would you like to change?
- What have you learned?

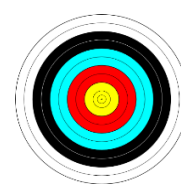
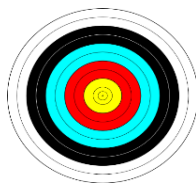
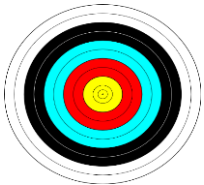


We also encourage children to think about their skills, attitude and self-efficacy in respect of the art and design project using a target board.

They place themselves on the board before the project and then gain at the end of the project to see if their opinion has changed.

E.g. We are drawing – a still life composition

How good are you at drawing? Do you enjoy drawing still life? How good are you at drawing this composition?



ASSESSMENT

Teachers assess pupil progress against the school's assessment criteria in Insight at the end of a unit/project.

7 QUALITY PRINCIPLES FOR EVALUATING LEARNING ACTIVITIES IN ART AND DESIGN

There are 7 quality principles, suggested by the Arts Council, for teachers to evaluate provision.

Teachers can use this to reflect upon the art and design learning activities.

Striving for excellence and innovation	Is there a real commitment to achieving excellence by, with and for children?
Being authentic	Is it authentic, the real thing?
Being exciting, inspiring and engaging	Are children excited, engaged and inspired?
Ensuring a positive and inclusive experience	Does it ensure a positive, inclusive experience?
Actively involving children	Are children actively involved?
Enabling personal progression	Do children progress and know where to go next?
Developing belonging and ownership	Do children feel they belong and it belongs to them?

An exemplar follows...

Exemplar 1 Learning about and from Van Gogh

Learn about Vincent Van Gogh. Investigate some of his artwork. Learn about the techniques and mediums he uses. Experiment with the same techniques/mediums. Try to reproduce some of his work. Evaluate your artwork. Reflect on your skills, attitudes and self-efficacy. Create your own artwork using a similar technique or medium.

