

Art Curriculum at Soudley School

'Respect for Ourselves, Each Other and The Environment'

Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

KS1 Long Term Plan

[KS1%20long%20term%20rolling%20programme%20Soudley.pdf \(website-editor.net\)](#)

KS2 Long Term Plan

[KS2%20Long%20Term%20Rolling%20Programme%20Soudley%20.pdf \(website-editor.net\)](#)

Critical pathway – Art and Design at Soudley School

“The highest form of intelligence is to be creative. Creativity is the process of having original ideas that have value” - Ken Robinson

“Every school should be an art school” Patrick Brill

Richard Jolley, a child psychologist at Stafford University says that art “promotes educational benefits that other subjects do not.” He explains that the benefits come from both practising it and also learning about it. Elizabeth Levett, a kindergarden teacher in the USA, has written about the wider benefits of close observation, which could be described as a “mindful approach” to art and design. She stresses the importance of noticing detail, developing the “artist’s eye”, and a skill which she calls “visual thinking” in children. This links strongly to the value we give to the skills of speaking and listening at Soudley School – art and design teaching can support children to develop a language of art which “builds vocabulary and fluency” this should have knock on effects in other areas of learning.

The NC states that “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.”

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 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.

When our children leave Soudley School, we would like them to:

- Have a passion for art, design and creativity and to see themselves as artists
- Have an excellent appreciation of the value of Art and Design and the creative industries in our world today
- Appreciate that Art and Design are key to human communication and understanding and form a fundamental aspect of our culture
- Have practised a range of different techniques and used a range of materials and media
- Have developed an understanding/appreciation of the importance of art in our history and the wider global perspective
- Have developed the ability to draw upon a wide range of resources in self-directed projects and to have also had the opportunities to work on collaborative pieces
- To think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings (CQ)
- Be able to reflect on, analyse and critically evaluate their own work and that of others (CQ)

This year, Soudley are trialling the Art scheme from KAPOW.

S.E.N.D.

At Soudley School, we make every effort to address the needs of all children and so the activities presented will feature differentiation, extension and will be suitably modified and/or supported for those with SEND. Hands on creative activities can be planned so that they are accessible to all; they also have the potential for therapeutic benefits, contributing to positive mental health and wellbeing. Exposure to art history and contemporary art and artists can put children on a level playing field as it is likely to be new to all – encouraging a vocabulary of visual language should have benefits for all in terms of speaking and listening.

Key drivers

Early Years Development Matters, Our Forest, Communication and Knowledge and Understanding of the World.


The Early Years “Development Matters” and EYFS Framework document contains many references to the importance of creativity, both as a stand alone curriculum area and also as a means of delivering other aspects of learning within a setting. As such, Art and Design is a key area of learning in the early years, but they will also continue to be valued and taken seriously as a subject across our whole school. Younger children including pre schoolers will have the opportunity to contribute to and be involved with whole school artworks which will be displayed in and around school. We will spend time planning and making these artworks which are designed to be valued and have longevity.

Our commitment to Foresters Forest gives us a unique perspective and opportunity to use the wealth of natural resources as both inspiration and actual projects, e.g. both drawing from nature as an individual task but also larger scale collaborative artworks using natural materials. It also gives us an

opportunity to use found objects as resources, lessening the need for bought materials and therefore lessening the damaging environmental impact of our school.

Art and Diversity – Knowledge of the World - our school is largely but not exclusively monocultural and we strive to find ways to open up our children’s cultural experiences. In our art and design curriculum we can show our appreciation for the diversity of art and design and value its impact both locally and globally. Art teaching in schools has traditionally focused on Western Art and also the contribution of women artists in Art History has not been acknowledged – we aim to address this in our school and ensure that children are given access to a wider range of art and artists. Cross curricular links e.g. to F Langs will incorporate art and design projects e.g. contemporary French graffiti art, textile arts in French speaking parts of Africa, French typography e.g. the design of packaging materials such as chocolate bars, cheese etc.

The ethos of Family Learning at Soudley School offers opportunities for skills sharing - valuing artists and makers within our school and wider community will be developed, through for example the school website gallery (planned Autumn/Winter 2020). Local artists are welcomed into the school to share their work and work on projects with the children, eg Love your Forest bees workshop December 2020. Some art projects have been instigated by FOSS but carried out as a joint school/community venture. This should maximise their impact through public engagement but also ensure the projects are strongly linked to the curriculum. It will also ensure that art produced by and with children is valued within the wider school community and has a legacy into the future.

Longitudinal Learning: 

1. All Years: Regular opportunities for creative art and design practice
2. All Years: Teaching and Learning will reference a range and diversity of art and design including both local and global, contemporary and historical
3. All Years: Art Lead to initiate whole class/whole school projects in addition to art and design led by class teachers and other staff.
4. All Years, or as appropriate, children will be given the opportunity to take part in local and national competitions, to encourage exposure of their work but also to increase the profile of our school
5. We will take opportunities to work on integrated Art projects eg with a language element as well as other cross curricular opportunities, some of which may have a wider community profile/public engagement. Art Lead to have informal “Artist in Residence” brief to develop these projects.

Delivery - Each lesson should have opportunities for:

- 1. Creative hands on exploration (range of different techniques throughout the year)**
- 2. Speaking and listening, to develop a “visual language” – an art and design vocabulary**
- 3. Links to art theory and art history/contemporary artists**
- 4. A global and local perspective**

Early Years	Key Stage 1	Key Stage 2
The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important	The national curriculum for art and design aims to ensure that all pupils:	The national curriculum for art and design aims to ensure that all pupils:

that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

(Development Matters, Expressive Arts and design)

Although the area of “Expressive arts and design” clearly sets out many ways in which we can offer opportunities to support children to develop these specific skills, the framework also sets out three prime areas of learning that underpin everything in the early years - there is also a thread of art and design which can run through all these prime areas. Here are some examples of how art and design is integrated within the three Prime areas of Learning

- communication and language (developing a “visual language” as a part of speaking and listening, encouraging children to speak confidently about their work)
- physical development (gross and fine motor skills, using materials with “care and

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- 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.

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.

Much of what has been detailed in the EY section can be continued in Ks 1 and KS 2, with appropriate development and extension of skills.

Children will develop their skills in the following...

Drawing

- produce creative work, exploring their ideas and recording their experiences
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- 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.

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.
- 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.

Much of what has been detailed in the EY section can be continued in Ks 1 and KS 2, with appropriate development and extension of skills.

Children will develop their skills in the following...

Drawing

<p>precision”, small/med and large scale projects)</p> <ul style="list-style-type: none"> • personal, social and emotional development (encouraging sharing and collaborative approaches as well as enabling children to plan individual projects, presenting them to the class links to self confidence and self-esteem, seeing themselves as artists) <p>Four specific areas help children to strengthen and apply the prime areas; one of these is Art and Design but there is also a strong thread of art and design within the others. Here are some examples...</p> <ul style="list-style-type: none"> • literacy (e.g. encouraging children’s early mark making, noticing print in books and other visual media, artistic appreciation of books and in particular valuing books which relates to RESPECT) • mathematics (e.g. pattern, shape (2D and 3D), positional language) • understanding the world (e.g. encouraging children’s curiosity, exploration (of materials with different properties, different natural phenomena), working with others/collaborative projects, generating conversations about/with artists, visiting galleries and museums, appreciation and 	<p>Painting</p> <p>Printing</p> <p>Sculpture</p> <p>Typography/graphic design</p> <p>Photography</p> <p>Textiles</p> <p>Other specialism as relevant to topics or where the opportunity arises</p> <p>A range of materials will be available for children to use in their art and design work, e.g.</p> <ul style="list-style-type: none"> • Different types, colours, sizes of paper and card • Textiles of various types • Materials which can be used for 3D projects e.g. tubes, boxes • A range of natural materials • Found objects • Scrap materials • As well as an extensive a range of pencils, crayons, paint etc. <p>Examples of projects in this class...</p> <ul style="list-style-type: none"> • Extending drawing skills, working towards a final piece 	<p>Painting</p> <p>Printing</p> <p>Sculpture</p> <p>Typography/graphic design</p> <p>Photography</p> <p>Textiles</p> <p>Other specialism as relevant to topics or where the opportunity arises</p> <p>Developing and reinforcing opportunities for cross curricular learning, e.g.</p> <p><i>ICT</i>-using technology to research art and artists but also to produce own digital artwork. Using technology to view artworks in situ, eg virtual gallery guides but also local work.</p> <p><i>Understanding the world</i> – the study of art and design incorporates history, geography and many other subjects.</p> <p>Culture of Learning</p> <p>Development of skills and confidence, as children approach the transition to secondary school, supporting them as they progress into KS3 with a</p>
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RESPECT for living things, RESPECT for difference, others' opinions etc.)

- expressive arts and design (see above)

Development Matters talks about **three characteristics of effective teaching and learning**, which are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

At Soudley School this can be evidenced in the value we give to the "process not product", experiential approach to our art and design curriculum, which is important throughout the school but crucially important during the early years. This can be the cornerstone of our approach, and adequate time needs to be given to art and design to ensure that children are able to engage at an appropriate pace and level. For example, planning and resourcing activities so that work is not rushed and formulaic, and

- Paint – evaluate different paints, make your own paint from earth pigment
- Print/dye – textiles project eg tie dye
- Paper making – recycling paper and adding other materials
- Sculpture using natural materials

Writing with a purpose – writing to artists. Asking questions. Finding out about context (history of art) - imaginary dialogue with featured artist from the past (role play)

Questioning

How did they make this?

Why did they make this?

When did they make this?

What is the purpose? NB functionality of design.

Could I make something like this? How would I make it different?

What techniques have been used?

What could you make with this...?

confidence about themselves as artists, makers and creative individuals.

What can support this? Positive culture of ...Making mistakes, trough of learning, I can't do it yet... etc. Valuing the range of work produced. Encouraging developmental feedback ("crits")

Examples of projects in this class...

- Timeline of history of art
- Digital art
- Sculptural work, large scale installations
- Extension of skills – working on detail and impact, "working up" an idea
- Critique of own/others work – building up resilience
- External competitions
- Applied art and design – looking at packaging, adverts etc.

Writing with a purpose – art and design research project. Choose an artist or designer. Finding out more about context (history of art) - imaginary dialogue with featured artist from the past (role play). Research into work in the creative industries, research into art and design in FE and HE. What are the options in secondary school? Collaborative pieces plus individual work.

Questioning

As Hornets plus extend visual language.

so that there is a clear emphasis on work being child centred rather than adult driven.

To sum up, children at Soudley School will have access to a range of opportunities for art and design within the Early Years, both through more formal teaching of Art and Design but also through constant exposure to informal and play based learning across the whole curriculum, which links to the thread of art and design and creativity.

Projects – link with topics and areas of interest.

Questions – relating to looking at art. What can you see? What is on the left/right/in the middle of the picture? What is it made of?

Relating to own work – what colours did you choose? Tell me about your picture...

Personally I would avoid over praising, eg that's amazing, awesome, in favour of a more detailed dialogue where you tell the child what you notice and what you like in their work and ask them appropriate questions about it to engage them in the process.

Etc.

How has art and design changed?

What materials have been used?

What techniques?

When do you think this was made?

Where in the world was this made?

What does it say to you?

Does it inspire you to make some art of your own?

How are you going to plan your project?

How will you know when ' finished?

Assessment at Soudley School

'Respect for Ourselves, Each Other and The Environment'

Key Drivers

Our Forest, Communication, Knowledge and Understanding of the World

Our curriculum is knowledge based and designed to have an impact on long term memory. See long, medium, short term plans regarding curriculum content and coverage.

The following outlines the progress expected within the subject and helps to provide progression throughout the school in our mixed age classes.

Due to the impact of Covid, teachers assess children at the beginning of units of work and track back through the colours when necessary, to fill gaps and ensure sound understanding before moving on.

Curriculum Progression in Art

	Rainbow reference	EXPLORING AND DEVELOPING Children can:	USING MATERIALS Children can:	EVALUATING Children can:	CONTROL AND EXPERTISE Children can:
Pre-school	White	Enjoy exploring a range of media	Use stage and age-appropriate materials and tools to create	Talk about what they have done	Mark make and apply colour
Reception	Red	Enjoy exploring in paint area Use construction kits and materials	Mix paint and materials	Talk about what they have done and what they would do next	Show more control or refinement
Year One	Orange	Respond to ideas Explore different drawing and painting tools Explore simple pattern Design and make images / artefacts	Use primary and secondary colours Use and investigate a variety of visual and tactile materials	Talk about drawings and paintings and say what they feel	Mix colours randomly Use some control when drawing and painting
Year Two	Yellow	Communicate ideas and meanings very simply Investigate pattern and shape in the environment Explore ideas and collect information in a sketch book Reproduce from memory, observation or imagination	Use a range of materials / processes to show ideas / meanings Select the best materials for the job Create collage with range of materials and textures	Talk about their work and explain it Describe what they think or feel about their own and others' work Think of ways to adapt and improve own work Begin to use ways to improve work	Use a range of pens, pencils, pastels and charcoal Make a variety of lines, using different sizes and thicknesses Mix secondary colours to make a wide range of new colours Use shading to create different effects

		Identify different ways to express ideas		Explore ideas and change what they have done to give a better result	
Year Three	Green	<p>Make their own choices</p> <p>Begin to work more abstractly</p> <p>Collect visual and other information</p> <p>Use a digital camera to collect ideas</p> <p>Experiment in many different ways</p> <p>Use a sketchbook to make notes about artists, skills and techniques</p> <p>Annotate a sketch book</p> <p>Experiment with mood using colour</p> <p>Create artwork following an idea or towards a specific purpose</p>	<p>Mix and use tertiary colours</p> <p>Design, draw, paint or make images for different purposes using knowledge and understanding</p> <p>Use watercolour to produce a wash</p> <p>Use an ICT paint program with edit</p> <p>Use a digital camera to produce art work</p> <p>Use mosaic, montage and other effects</p> <p>Use a range of materials and techniques in 3D work</p>	<p>Make comments on the work of others, including both ideas and techniques</p> <p>Apply previous knowledge to improve work</p> <p>Adapt and refine work to reflect purpose</p>	<p>Use art to illustrate in other subjects</p> <p>Practise to improve skills</p> <p>Create texture by adding dots and lines</p> <p>Make different tones of colour using black and white</p> <p>Use pencils of different grades and at different angles to create different effects</p> <p>Use brushes in different ways</p> <p>Use repeat pattern in design</p> <p>Indicate movement using lines</p>
Year Four	Blue	<p>Plan work carefully before beginning</p> <p>Use other cultures and times as a stimulus</p> <p>Experiment with the styles of different artists</p>	<p>Use a combination of visual and tactile ideas</p> <p>Combine different materials in different ways</p> <p>Make specific choices between different processes and materials</p>	<p>Compare others' work with their own</p> <p>Appraise the ideas, methods and approaches used in others' work, using a critical approach</p> <p>Use the appraisal of others for improvement</p>	<p>Show tone and texture using hatching and cross hatching</p> <p>Use a program to create mood within digital photography</p> <p>Show shadow or reflection by shading</p> <p>Select appropriate drawing materials</p>
Year Five	Indigo	<p>Make and support their own decisions and choices</p> <p>Use inspiration from other cultures</p> <p>Experiment with combinations of materials and techniques Keep and use detailed notes in sketch book</p>	<p>Understand the importance of preparing materials before working</p> <p>Produce work that sometimes can be both visual and tactile</p>	<p>Evaluate own and others' work, explaining and justifying their reasons</p> <p>Use analysis when commenting on ideas</p> <p>Consider the end point when adapting and improving their work</p>	<p>Develop and improve their own style</p> <p>Use drawings to show movement</p> <p>Combine a range of colours, tints, tones and shades</p> <p>Get across feeling and emotion through their work</p>
Year Six	Violet	<p>Use a full range of design, experimentation, exploration alongside the work of others to develop their own work</p>	<p>Make specific decisions about using different visual and tactile effects towards an end point</p>	<p>Analyse and comment on their own and others' ideas, methods and approaches</p>	<p>Choose to use a limited range of colour to produce a chosen effect</p> <p>Begin to use perspective in both abstract and real life art</p>

				Make on-going revisions Refine their work, often with several adaptations, to move towards an end point	Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others
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