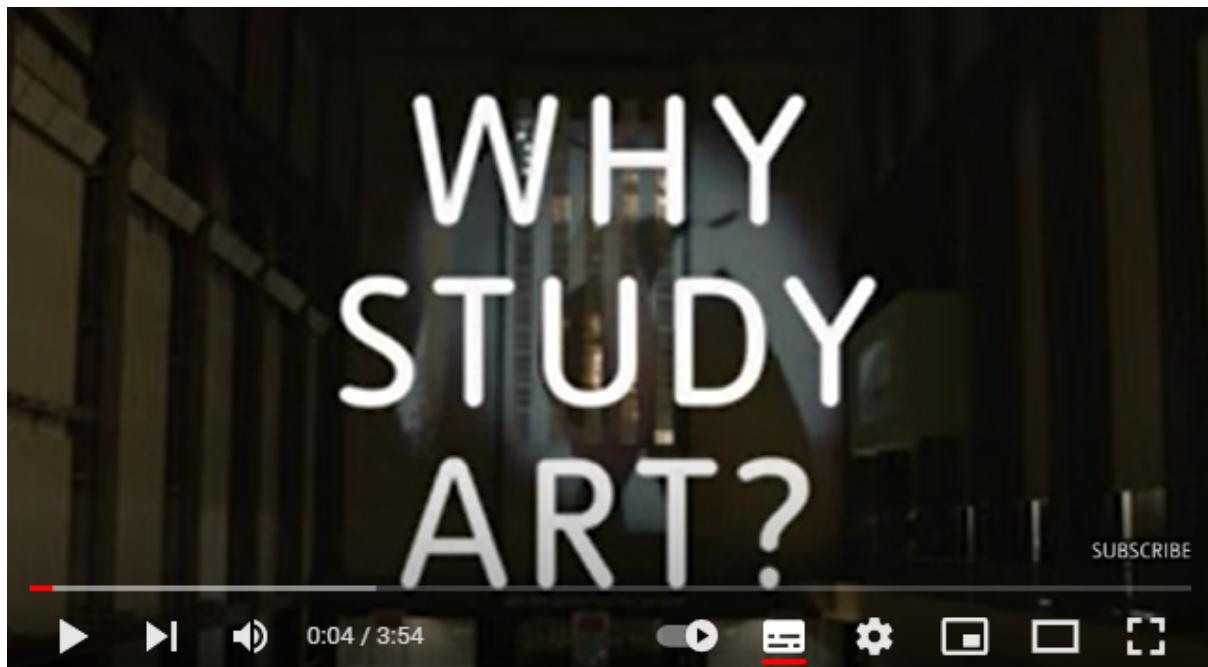


# Art and Design



Lovelace Primary School

## Why teach Art?



<https://www.youtube.com/watch?v=vKjx6PzajE&t=10s>

## What does the National Curriculum say about Art?

### Key stage 1

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.

### Key stage 2

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. Pupils should be taught: 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

# **What does Art look like at Lovelace?**

At Lovelace we have recently started to follow a scheme called Access Art. We chose this scheme because there are lots of practical and visual resources for teachers to plan weekly exciting and engaging lessons which develop children's art knowledge and skills each year. It also helps to build teachers skills set and knowledge so that they are confident teaching key Art skills to children. Access Art focuses on children exploring a variety of media so that they develop their creativity, and understand their place in the world as creative, confident beings. At Lovelace we are using the split Access Art curriculum where Art is split into three distinct areas:

- \*Drawing in sketchbooks**
- \*Surface and colour**
- \*Working within three dimensions.**

Within these areas children will be taught to use a range of materials creatively to design and make products using drawing, painting and sculpture. They will also develop a wide range of techniques using colour, pattern, texture, line, shape, form and space as stated in the National Curriculum.

We follow the same structure of lessons as used in Access Art. At the beginning of each Art lesson pupils will complete a warm up drawing exercise. These warm ups help to make a clear transition between the school day and a creative activity. They can introduce new materials, set the scene and boost confidence.

<The-AccessArt-Primary-Art-Curriculum-Guide.pdf>

## **Intent**

We use Access Art to help structure and sequence lessons to ensure that we have covered the skills required to meet the aims of the National Curriculum. The intent is to ensure that all pupils produce creative, imaginative work. As a school we intend to offer children the chance to develop their emotional expression through engaging, well planned lessons.

We give children the opportunity to explore their own ideas and experiences within their sketchbooks, annotating and evaluating their work. Within their learning children will develop their knowledge of famous artists, designers and craft makers. All children are given the opportunity to ask questions and demonstrate their skills in a variety of ways.

By the end of Key Stage 2 children will become confident and proficient in a variety of techniques including drawing, painting and sculpture as well as other selected craft skills, e.g. collage, printing and patterns. Children will have developed their interest and curiosity about art and design and will be confident and aware of their own preferences..

# Implementation

Teachers use the Access Art scheme of work to plan units of work which ensure progression and of skills and knowledge. Each year focuses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons develop techniques, including their control and use of materials with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children are also taught how art and design both reflect and shape our history, and contribute to the culture, creativity of our lives.

## Early Years Foundation Stage Expressive Arts and Design

In the EYFS we focus on building children's art skills under the Expressive Arts and Design area of learning. We encourage children to develop their fine and gross motor skills by using different materials both indoors and outdoors. We explore how to mix colours and how we can make marks in different ways with various materials. We teach children how to use resources correctly and work both on small scale and large scale projects. Our aim in the EYFS is to ensure that children begin to learn how to use Art to express themselves in a creative and non judgemental way.



All year groups from Year 1 to 6 follow the National Curriculum for Art & Design and follow the Access Art scheme of work. Pupils are taught the following topics:

	Drawing & Sketchbooks	Surface & Colour	Working in three dimensions
<b>Year 1</b>	<b>Spirals</b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	<b>Simple Printmaking</b> Explore simple ways to make a print. Use line, texture and shape.	<b>Making Birds</b> Sculptural project beginning with making drawings from observation, exploring media, and using different materials.

		shape, colour and texture to explore pattern, sequencing and symmetry.	and transforming the drawings from 2d to 3d to make a bird.
<b>Year 2</b>	<b>Explore &amp; draw</b> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills	<b>Expressive Painting</b> Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create abstract still lifes.	<b>Be An Architect</b> Exploring architecture and creating architectural models.
<b>Year 3</b>	<b>Gestural Drawing with charcoal</b> Making loose, gestural drawings with charcoal, and exploring drama and performance	<b>Working with shape and colour</b> “Painting with Scissors”: Collage and stencil in response to looking at artwork.	<b>Making animated drawings</b> Explore how to create simple moving drawings by making paper “puppets” and animate them using tablets.
<b>Year 4</b>	<b>Storytelling through drawing</b> Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	<b>Exploring still life</b> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired artwork.	<b>Sculpture, Structure, Inventiveness &amp; Determination</b> What can artists learn from nature?
<b>Year 5</b>	<b>Typography &amp; Maps</b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<b>Making Monotypes</b> Combine the monotype process with painting and collage to make visual poetry zines.	<b>Set Design</b> Explore creating a model set for theatre or animation inspired by poetry, prose, film or music.
<b>Year 6</b>	<b>2D Drawing to 3D making</b> Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<b>Activism</b> Explore how artists use their skills to speak on behalf of communities. Make art about things you care about.	<b>Shadow Puppets</b> Explore how traditional and contemporary artists use cutouts and shadow puppets.

## Impact

Art and Design learning is loved by teachers and pupils across the school. Teachers have high expectations of children. All children use key vocabulary accurately. They know, apply and understand the matters, skills and processes specified. Children improve their enquiry skills and inquisitiveness about the world around them, and their impact through art and design on the world. Children will become more confident in analysing their work giving their opinion on their own and other works of art. Children show competence in improving their resilience and perseverance by continually evaluating and improving their work.

## How do we assess Art at Lovelace?

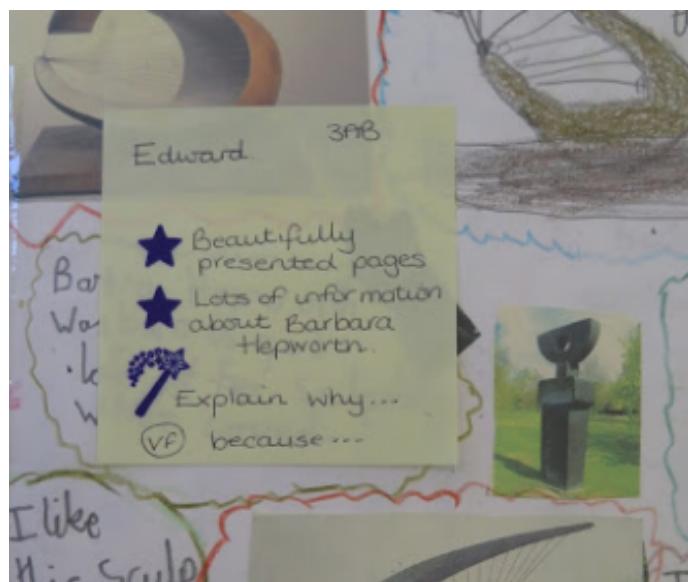
We have used Access Arts advice in shaping our assessment of Art. Here is what Access Art says about assessment and the importance of viewing progression and assessment differently to other subjects as skills in art are not linear.



<https://www.accessart.org.uk/rethinking-our-approach-to-assessment-progression-in-primary-school/>

At Lovelace assessment of Art is explicit and takes the form of conversations with pupils. Pupils are given opportunities to discuss their artwork with adults and other children regarding their intentions and the effects they were aiming to achieve when completing artwork. Pupils artwork and sketchbooks are not marked, instead the pupils are given verbal feedback or have written feedback stuck onto their work in the form of a post it note. This allows each pupil to have ownership over their artwork and feel able to express and explore

their ideas without worrying about their work being assessed after they have completed it. Feedback focuses on supporting the improvement of art techniques and skills instead of feedback on the artwork produced.

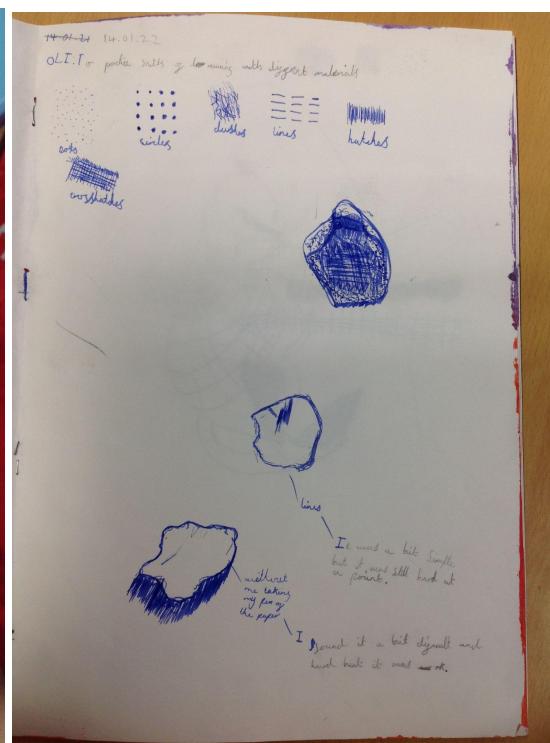
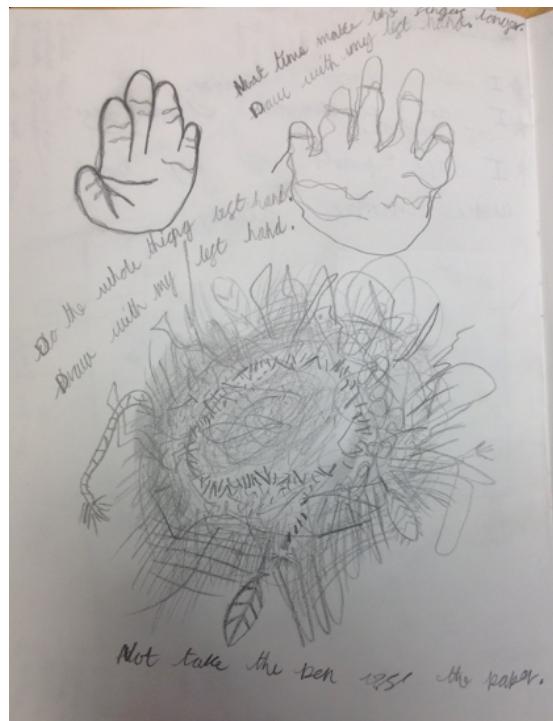


## **How we use sketchbooks at Lovelace**

At Lovelace each child in Key Stage Two has a sketchbook which moves with them to each class. Children use these books to explore different materials and techniques, sketch ideas and evaluate their ideas. They are a working document, to be used freely and to encourage creativity and risk taking.

We have recently introduced sketchbooks to Key Stage One starting from Year 1. In addition all class teachers have their own sketchbook in school to model effective use and to work

alongside the children in their journey through art.



## Art Vocabulary

Year 1	<b>Spirals:</b> Spiral, Movement, Pressure,	<b>Simple Printmaking:</b> Print, Press, Pressure, Paint	<b>Making Birds:</b> Lines, Shapes, Mark Making, Texture
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	<p>Motion, Line, Continuous Line, Small, Slow, Larger, Faster, Careful Hand, Wrist, Elbow, Shoulder Graphite, Chalk, Pen Drawing Surface (Paper, Ground)</p> <p>Oil Pastel, Dark, Light, Blending</p> <p>Mark Making</p> <p>Colour, Pattern</p> <p>Sketchbook, Pages, Elastic Band, Measure, Size, Cover, "Spaces and Places"</p> <p>Observation, Careful Looking, Object, Drawing, (Water Soluble), Colour</p> <p>Reflect, Discuss, Share, Think</p>	<p>Primary colours: Red, Yellow, Blue</p> <p>Shape, Line, Arrangement</p> <p>Rubbing, Texture,</p> <p>Wax crayon, Pencil Crayon, Cut, Collage, Stick, Arrange</p> <p>Explore, Try, Test, Reflect</p> <p>Artwork, Artist: Printmaker</p> <p>Relief print, Plasticine, Plate, Impression, Colour Mixing,</p> <p>Secondary Colours: Green, Orange, Purple Pattern, Sequence, Picture, Image Reflect, Discuss, Share, Crit</p>	<p>Soft pencil, Graphite, Handwriting Pen, Pastel, Oil Pastel, Coloured pencil</p> <p>Observation, Close study, Blending, Texture, Explore, Discover</p> <p>Transform, Fold, Tear, Crumple, Collage</p> <p>Sculpture, Structure,</p> <p>Balance Texture, Personality, Character, Installation, Flock, Collaboration</p> <p>Present, Reflect, Share, Discuss</p>
Year 2	<p><b>Explore &amp; Draw:</b></p> <p>Explore, Collect, ReSee, Imagine, Curious, Present, Re-present, arrange, composition</p> <p>Photograph, Focus, Light, Shade,</p> <p>Colour, Pattern</p> <p>Observational Drawing, Close study, Draw slowly, Intention, Pressure, Line, Mark, Page</p> <p>Sense of Touch</p> <p>Wax resist, Graphite, Watercolour, Brusho, Pencil, Mark making, Line, Tone, Shape,</p> <p>Reflect, Present, Share, Discuss, Feedback</p>	<p><b>Expressive Painting:</b></p> <p>Gesture, Gestural, Mark making, Loose, Evocative, Emotion, Intention, Exploration, Reaction, Response, Personal, Imagination, Energy, Impression, Colour, Life, Shape, Form, Texture, Line</p> <p>Primary Colours (Red, Yellow, Blue), Secondary Colours (Green, Purple, Orange), Tints, Hues, Medium, Surface, Texture, Impasto, Brush, Mark making</p> <p>Tools, Palette Knife, Home-Made Tools, , Abstract, Explore, Invent, Discover, Reflect, Focus, Detail, Dissect, Imagine, Intention, Still Life, Line, Rhythm, Gesture, Mark, Composition, Positive shapes, Negative shapes</p> <p>Present, Share, Reflect, Discuss, Feedback,</p>	<p><b>Be An Architect:</b></p> <p>Architect, Architecture, Designer, Maker Model, Scale, Response, Imagination, experience.</p> <p>Three Dimensional, Form, Structure, Wall, Floor, Window, Door, Roof, Relationship with Area, Community.</p> <p>Response, React, Colour, Form, Shape, Line, Pattern</p> <p>Model Making, Design through Making, Form, Structure, Balance, Experience, Construct, Construction, Tool, Element</p> <p>Present, Share, Reflect, Discuss, Feedback, Photograph, Film, Focus, Lighting, Composition, Angle, Perspective</p>
Year 3	<p><b>Gestural Drawings with Charcoal:</b></p> <p>Charcoal, Gestural, Loose, Expressive, Wrist, Elbow, Shoulder, Body.</p> <p>Mark Making, Sweeping, Fast, Slow, Gentle, Energetic.</p> <p>Chiaroscuro, Tone, Tonal Values, Dark, Light, Midtone, Squint.</p> <p>Hands, Handprints, Tools, Positive &amp; Negative Shapes, Silhouette,</p> <p>Drama, Lighting, Shadow, Atmosphere, Narrative</p> <p>Body, Movement, Repetitive, Motion, Echo, Memory, Mark, Trace, Dance,</p>	<p><b>Working with Shape &amp; Colour:</b></p> <p>"Show Me What You See", Response, Sketch, Note, Line, Shape, Capture, Share Cut, Direct, Try, Explore, Test, Colour, Shape, Elements, Composition, Arrange</p> <p>Negative, Positive, Shape</p> <p>Photograph, Composition, Lighting, Focus, Present, Share, Reflect, Respond, Feedback</p>	<p><b>Making Animated Drawings:</b></p> <p>Animate, Animation, Animator, Character, Movement, Pose, Action, Gesture, Intention</p> <p>Background, Foreground, Tools, Scissors, Paper Fastener, Tape, Stick, Presentation, Performance, Share, Reflect, Respond, Feedback,</p> <p>Film, Focus, Lighting, Stage, Arena,</p>

	Photograph, Film, Composition, Focus, Lighting Present, Share, Reflect, Respond, Feedback		
Year 4	<p><b>Storytelling Through Drawing:</b></p> <p>Illustration, Inspiration, Interpretation, Original Source, Respond, Response</p> <p>Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Exploring Still Life:</b></p> <p>Still Life, Genre, Traditional, Contemporary, Objects, Arrangements, Composition, Viewfinder, Lighting, Background, Foreground, Light, Dark, Tone, Shadow, Colour, Hue, Tint, Elements, Pattern, Texture, Colour, Relationship, Mark Making, Appearance, 2D, 3D</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Sculpture, Structure, Inventiveness &amp; Determination:</b></p> <p>Personality Traits</p> <p>Exploration, Inventive, Challenge, Character, Personality, Explore, Discover</p> <p>Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials,</p> <p>Structure, Sculpture, Balance, Creative Risk,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p> <p>Photograph, Lighting, Focus,</p>
Year 5	<p><b>Typography &amp; Maps:</b></p> <p>Typography, Lettering, Graphics, Design, Communicate, Emotions, Purpose, Intention, Playful, Exploratory, Visual Impact</p> <p>Pictorial Maps, Identity, Symbols, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Making Monotypes:</b></p> <p>Monotype, Artists Book, Installation</p> <p>Poetry, Evoke, Response, Translate, Mood, Sense, Layer, Combine, MultiMedia</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Set Design:</b></p> <p>Set Design, Theatre, Animation, Model, Maquette, Design Through Making, Imaginative, Response, Stimulus, Interpretation, Vision, Mood, Drama, Narrative</p> <p>Lighting, Composition, Foreground, Background,</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences</p>
Year 6	<p><b>2D Drawing to 3D Making:</b></p> <p>2D Drawing, 3D Object Packaging, Negative space Grid method</p> <p>Scaling up, Net, Typography, Graphic Design</p> <p>Collage, Structure, Balance, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Activism:</b></p> <p>Activism, Voice, Message, Community, Poster, Zine, Screenprinting</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>	<p><b>Shadow Puppets:</b></p> <p>Paper cutting, Cut Outs, Shadow puppets, Performance, Narrative, Character</p> <p>Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,</p>

