



Subject Story

Art & Design

Intent

At Morden we aim to stimulate children's creativity and imagination. Using visual, tactile and sensory experiences, so children have their unique way of understanding and responding to the world.

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.

The subject intends to evoke their interest and curiosity about art and design through a series of lessons, offering skills progression and knowledge progression. The lessons will also offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

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.

Implementation

There is a strong focus on learning and teaching the skills in art and design. It is taught every half term, once a week, with the focus changing each term.

Each key stage focusses on different themes to ensure continued interest in the subject as well as acquiring new knowledge. The lessons will develop the children's techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Children should also know how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.

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.

Impact

Children can use observational skills when beginning a piece of art.
Children can use their sketchbooks to record and revisit ideas.

They are able to use technical vocabulary accurately and to know, apply the knowledge, skills and processes used.

Children will become more confident in analysing their work and giving their opinion on their own and other works of art

Children will be competent in improving their resilience and perseverance by continually evaluating and improving their work.

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	Joan Miró 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 Miró, painting, Magical Realism, realistic, colour, size, life, home, myself.	Joan Miró Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: dream, pictorial language		Joan Miró 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.				Joan Miró 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 Miró.
Y2		Landscapes & Cityscapes Draw lines of varying thickness; Use different materials to draw, for example pastels, chalk, felt tips; Use key vocabulary to demonstrate knowledge and understanding in this strand: line drawing, detail, landscape, cityscape, building, pastels,	Landscapes & Cityscapes 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.		Landscapes & Cityscapes 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.			Landscapes & Cityscapes 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, Mertzinger.
Y3	Autumn 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.	Autumn Use different materials to draw, e.g. pastels, chalk, felt tips; 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.	Autumn 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.		Autumn 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.		Autumn 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 rollers.	Autumn 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

If you were to walk into Art & Design lessons at Morden, you would see:

- A series of planned lessons, where children are building on past learning.
- 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.
- Children are able to critically discuss the outcome of their work and the work of their peers.
- Children developing 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.
- Children learning and researching well - known artists linked to their own work.
- Use subject specific language when discussing art.

Pupil Voice

"You would know it is an art lesson because they will be talking about artists and there would be nice fun things in the room."

"You would know it is an art lesson because there will be paints and paintbrushes and the class will be concentrating."

"You would know it is an art lesson because there will be lots of art resources and they will be talking about the different features of art."

"We would improve by having more practice."

"We would improve if we made sure we filled the page; make sure we did not put too much paint on a brush and to slow down."

"We would improve by having more practice and to remember what we have learnt about colour mixing."

“We would improve by listening better, working step by step and watching others.”

“We would improve by having more time, having more step by step instructions and to understand how artists got their inspiration.”

“My teacher helps me by giving clear instructions and showing us how to do things.”

“My teacher helps me by drawing an example and being able to talk about my work at the end.”

“My teacher helps us by teaching us new skills, giving encouragement and giving ideas.”

“My teacher helps me by giving good explanations and there is clarity.”

Outstanding examples of learning

Music/Art Sound workshop



Watercolours

**Fruit sculpture
– Year 4**



**Egyptian clay art
– Year 6**



**Nature collage –
Year 5**



Mosaic Art – Year 3



Dream Home painting



Craft linked to making Christmas decorations



Successes in 2021-2022

Identify:

- Twinkl scheme of work adapted so that lessons build on skills rather than looking at a new skill each week.

Develop:

- Frieda Kahlo, Chris Ofili and Anish Kapoor have been included in the planning for Year 2 and 3, to include more diverse Artists.
- End of unit assessments in place from Autumn Term 2021.
- Children starting to show awareness of their own progression of skills and knowledge (Pupil voice).

Embed:

- Cross-curricular links: Music and Art in a Sound workshop for Years 5 & 6
- Cross-curricular links: Dream Homes project – children painted their dream homes for hoardings to be put up in January 2022.
- Cross-curricular links: Peace Quilt Arts Week Project, children working in Hummingbird Teams across the school.

Priorities for 2022 - 2023

Identify:

- Planning and progression documents for each year group will be reviewed to reflect diversity.
- Cross curricular links with Anti- Bullying Week and Art.

Develop:

- A bank of resources to support diversity coverage will be sourced.
- Diversity / inclusion questions mapped across the Long-Term Plan for each year group.

Embed:

- Monitoring will show that Art lessons match lesson plans, which match progression documents.
- 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 will take place and outcomes inform planning of the next unit.
- Children to confidently apply skills in art across the wider curriculum.
- Art work from across the school to be regularly displayed.

Priorities beyond 2023

Establish:

- 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.

Some websites you might find particularly interesting

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

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

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