**Art and Design Rationale Holmes Chapel Primary School**

The 2014 National Curriculum says 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.***’**

**Intent**

To ensure that art and design has a secure place in a broad and balanced curriculum for every child and that all children are given the opportunity to explore ideas, learn skills and techniques and gain a wider appreciation of how art and design have shaped, continue to shape and tell us about the world around us.

**Implementation**

At Holmes Chapel Primary School, we strive to offer the children the opportunity to develop their creativity and artistic ability through a range of different experiences.  Children are provided with artistic activities that involve a wide variety of media, including drawing, paint, print, clay, collage and 3D sculpture.  Relevant skills are taught and demonstrated to further the growth and development of the children and they are also introduced to the work of significant artists, from the past and the present.  Art work feeds into the children’s topic books and the rich displays that celebrate their work and make our school a stimulating and vibrant learning environment.

**Sketch books**

Sketchbooks provide a record of the children’s learning and progress in art from Year 1to Year 6. They are used to develop the National Curriculum expectations for Art and to make our children more independent and confident artists. EYFS have a large floor book showing Early Learning Goals and how Expressive Art and Design are met.

**Investigating and Making**

The sketchbook is used as an initial way of recording responses to various stimuli and the most common form of this is through drawing. The children are encouraged to think of it as the place to practice, develop and focus their work. Sometimes work started in the sketchbook is developed into a finished piece of work elsewhere; in some cases it is not. The sketchbook acts as a reference source of what each child has drawn and is a resource for future work. The work is dated and given a title to provide a suitable record for both the teacher and the children.

Drawing in the sketchbook can take many forms:

* a place to focus on shape, to practice drawing certain features, and to gather information for use on a larger piece of work
* to practice drawing techniques such as shading, perspective and drawing from different viewpoints
* to record details about the item being drawn or sketched for future reference
* sketches and working drawings for ideas of things the children want to make

Sketchbooks are also taken on some trips or visits to record what the children see there or to keep drawings made on site.

Gathering resources and materials

The sketchbooks are used to collect:

* Photographs
* Photocopies of art works – even of other children’s work
* Pictures from magazines, comics, cards, calendars, stamps etc.
* Samples of textures, fabrics, and other materials
* Lists of resources that the children might need to produce a piece of art

Exploring and using media

Sketchbooks are also used by the children to record their own, or other children’s exploration of media.

Examples include:

* Colour strips from colour mixing
* Tone bars from tone work
* Studies of the effects of media on different types of paper
* Comments and notes on the use of media e.g. how to mix a certain colour or how to get a certain effect

The children are encouraged to comment on the media and techniques used, even at a basic level ("You smudge it with your fingers.").

Reviewing and modifying

Sketchbooks are used by the children to record their thoughts on the artwork that they have produced. They take part in a critical dialogue identifying positive features in their work and ways in which their work could be developed or improved. In its simplest form, this takes the form of a list of comments (alongside a photograph or photocopy of their work) saying what they like about the picture and what they would do differently if they did it again. (See assessment)

**Knowledge and Understanding**

The National Curriculum emphasises that it is important for the children to gain knowledge and understanding of how artists and craftspeople go about their work. Throughout the school, the children are exposed to the work of artists and craftspeople and some of this information is recorded in the sketchbooks.

**Digital art – linking art with computing**

Digital technology is now seen as a vital part of art and design. Nowadays, many artists and designers are using ICT to develop and create their work. Therefore, to have the broadest experience, the children at Holmes Chapel Primary have access to ICT in relation to their art and design work. This takes many different forms, as digital methods make it possible to adapt drawings or photographs etc. more easily than by traditional methods. A range of effective and creative digital tools are available through Purple Mash and other software, such as apps on the school IPads.

**Impact**

When our children go onto their next stage of learning, they:

Are able to think critically

Have a developed and rigorous understanding of art and design.

Know that art and design both reflect and shape our history, and contribute to its culture and creativity

Have mastered art and design techniques including drawing, painting and sculpture with a range of materials

**End points and Assessment**

Assessment is carried out by the teacher throughout a lesson, making judgements based on progress against lesson objectives and final end points. End point are used to formulate learning objectives and design activities. Pupils develop their art knowledge and skills, building on what has been taught before, so they can reach the end points.

Pupil self and peer assessment is an important part of the children’s understanding of their work, as it enables them to support one another and can have a significant impact on progress. Teachers plan peer and self-assessment opportunities in lessons by clear explanation of the learning objectives and the learning outcomes. The children are given frequent and consistent opportunities for reflection on learning in order to identify their own and their peers’ next steps.

**SEND**

All of our children have access to high quality teaching in art and design and the approaches of cognitive and metacognitive strategies, explicit instruction, using technology and scaffolding are interwoven into our teaching along with adapting materials, equipment, resources and the environment.

**Progression of Art Skills**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Artists** |
| **Drawing**  pencil,  charcoal,  inks,  chalk,  pastels,  ICT software | -Begin to use a variety of drawing tools  -Use drawings to tell a story  -Investigate different lines  -Explore different textures  -Encourage accurate drawings of people | -Extend the variety of drawings tools  -Explore different textures  -Observe and draw landscapes  -Observe patterns  -Observe anatomy (faces, limbs) | -Experiment with tools and surfaces  -Draw a way of recording experiences and feelings  -Discuss use of shadows, use of light and dark  -Sketch to make quick records | -Experiment with the potential of various pencils  -Close observation  -Draw both the positive and negative shapes  -Initial sketches as a preparation for painting  accurate drawings of people – particularly faces | -Identify and draw the effect of light  scale and proportion  -Accurate drawings of whole people including proportion and placement  -Work on a variety of scales  -Computer generated drawings | -Effect of light on objects and people from different directions  -Interpret the texture of a surface  -Produce increasingly accurate drawings of people  -Concept of perspective | -Effect of light on objects and people from different directions  -Interpret the texture of a surface  -Produce increasingly accurate drawings of people  -Concept of perspective | Leonardo  Da Vinci,  Vincent  Van Gogh,  Poonac |
| **Colour**  **painting,**  **ink,**  **dye,**  **textiles,**  **pencils,**  **crayons,**  **pastels** | -Experimenting with and using primary colours  -Naming  mixing (not formal)  -Learn the names of different tools that bring colour  -Use a range of tools to make coloured marks on paper | -Name all the colours  -Mixing of colours  -Find collections of colour  -Applying colour with a range of tools | -Begin to describe colours by objects  -Make as many tones of one colour as possible (using white)  -Darken colours without using black  -Using colour on a large scale | -Colour mixing  -Make colour wheels  -Introduce different types of brushes  -Techniques- apply colour using dotting, scratching, splashing | -Colour mixing and matching; tint, tone, shade  -Observe colours  suitable equipment for the task  -Colour to reflect mood | -Hue, tint, tone, shades and mood  -Explore the use of texture in colour  -Colour for purposes | -Hue, tint, tone, shades and mood  -Explore the use of texture in colour  -Colour for purposes  -Colour to express feelings | Pollock,  Monet,  Chagall,  Ben Moseley,  Van Gogh, |
| **Texture**  **textiles,**  **clay,**  **sand,**  **plaster,**  **stone** | -Handling, manipulating and enjoying using materials  -Sensory experience  -Simple collages  -Simple weaving | -Weaving  -Collage  -Sort according to specific qualities  -How textiles create things | -Overlapping and overlaying to create  effects  -Use large eyed needles – running stitches  -Simple appliqué work  -Start to explore other simple stitches  -Collage | -Use smaller eyed needles and finer threads  -Weaving  -Tie dying, batik | -Use a wider variety of stitches  -Observation and design of textural art  -Experimenting with creating mood, feeling, movement-  -Compare different  fabrics | -Use stories, music, poems as stimuli  -Select and use materials  -Embellish work  -Fabric making  -Artists using textiles | -Develops experience in embellishing  -Applies knowledge of different techniques to express feelings  -Work collaboratively on a larger scale | Linda Caverley, Molly  Williams, William Morris,  Gustav Klimt |
| **Form**    **3D work,**  **clay,**  **dough,**  **boxes,**  **wire,**  **paper sculpture, mod roc** | -Handling, feeling, enjoying and  manipulating materials  -Constructing  -Building and destroying  -Shape and model | -Construct  -Use materials to make known objects for a purpose  -Carve  -Pinch and roll coils and slabs using a modelling media  -Make simple joins | -Awareness of natural and man-made forms  -Expression of personal experiences and ideas  to shape and form from direct observation (malleable and rigid materials)  -Decorative techniques  -Replicate patterns and textures in a 3-D form  work and that of other sculptors | -Shape, form, model and construct  (malleable and rigid materials)  -Plan and develop  understanding of different adhesives and methods of construction  -Aesthetics | -Plan and develop  -Experience surface patterns / textures  -Discuss own work and work of other sculptors  -Analyse and interpret natural and manmade forms of construction | -Plan and develop ideas  -Shape, form, model and join  -Observation or imagination  -Properties of media  -Discuss and evaluate own work and that of other sculptors | -Plan and develop ideas  -Shape, form, model and  join  -Observation or imagination  -Properties of media  -Discuss and evaluate own work and that of other sculptors | Henry Moore, Barbara  Hepworth, Andy  Goldsworthy, |
| **Printing**  found materials, fruit/veg,  wood blocks, press print,  lino,  string | -Rubbings  -Print with variety of objects  -Print with block colours | -Create patterns  -Develop impressed images  -Relief printing | -Print with a growing range of objects  -Identify the different forms printing takes | -Relief and impressed printing  -Recording textures/patterns  -Mono-printing  -Colour mixing through overlapping colour prints | -Use sketchbook for recording  textures/patterns  -Interpret environmental and manmade patterns  -Modify and adapt print | -Combining prints  -Design prints  -Make connections  -Discuss and evaluate own work and that of others | -Builds up drawings and images of whole or parts of items using various  techniques  -Screen printing  -Explore printing techniques used by various artists | Picasso,  Dan Mather, Andy Warhol |
| **Pattern**  paint,  pencil,  textiles,  clay,  printing | -Repeating patterns  -Irregular painting patterns  -Simple symmetry | -Awareness and  discussion of patterns  -Repeating patterns  -Symmetry | -Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning  -Natural and manmade patterns  -Discuss regular and irregular | -Pattern in the environment  -Design  -Using ICT  -Make patterns on a range of surfaces  -Symmetry | -Explore environmental and manmade patterns  -Tessellation | -Create own abstract pattern to reflect personal experiences and expression  -Create pattern for purposes | -Create own abstract pattern to reflect personal experiences and expression  -Create pattern for purposes | Joan Miro, Bridget Riley, Escher,  Paul Klee, |