

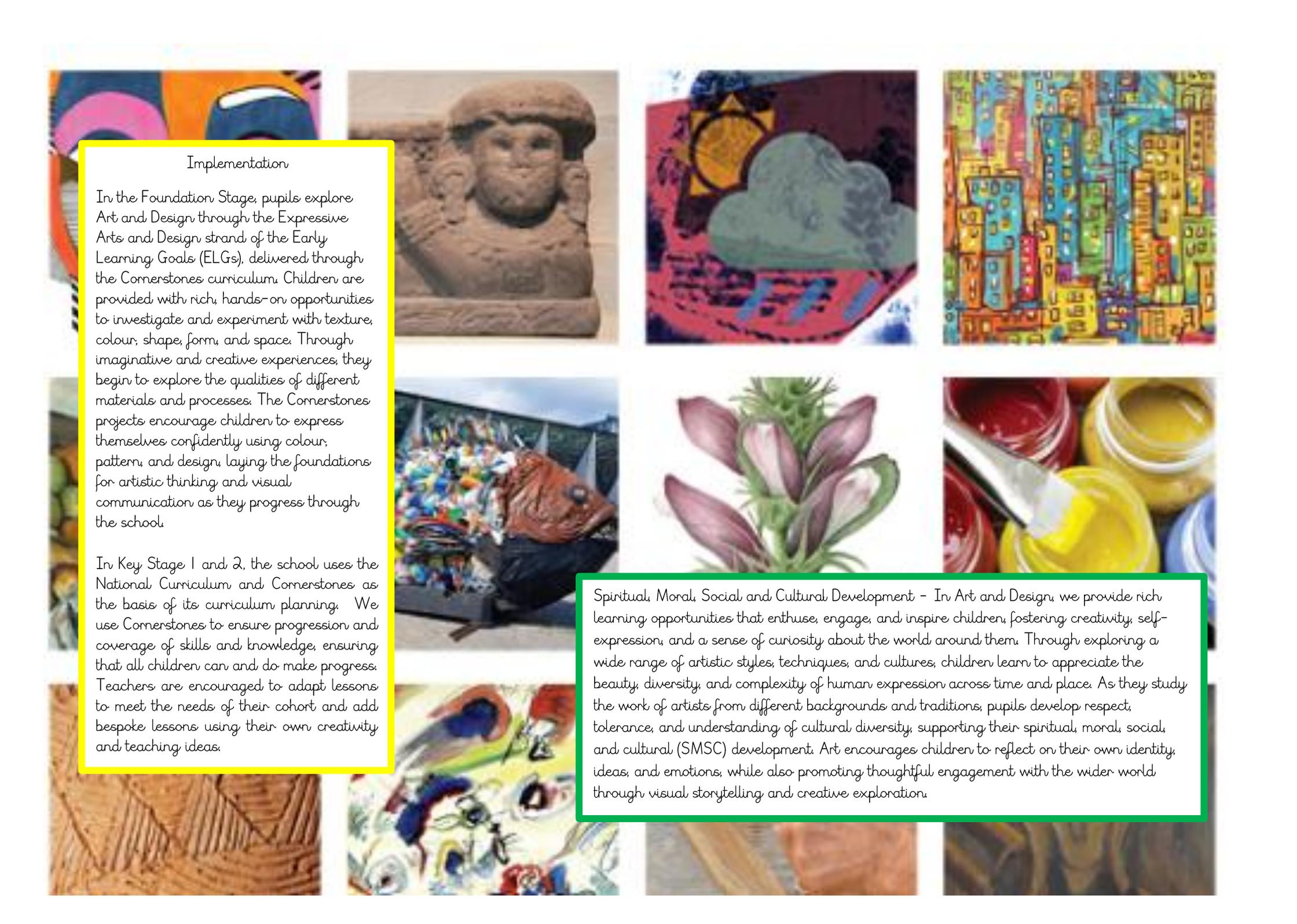
ART AND DESIGN



Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in Art and Design. The champion for Art and Design is Artistic Archie and he is seen around school on displays and in curriculum assemblies.

Intent

Our Art Vision is to creatively explore ideas through experimentation. It is the intent that, all children at Cawston Grange Primary School will experience a wide range of activities which stimulates their imagination, expression and their understanding of the world they live in. In Art and Design, our children will be able to respond with a wide range of materials to the world they live in and also respond to work of others. It is our intention that children will experience a wide range of artists of different genders, nationalities and sexualities as well as artists from many different times periods in history. We will ensure they are aware of the diversity of not only the artwork but also those people who produce it. We intend art and design to be inclusive for all; allowing opportunities that will give them experiences to view the world they live in with an understanding and an appreciation of the diverse world we live in. As well as being able to create art, children will be able to gain a life-long appreciation of art and artists from our diverse world.



Implementation

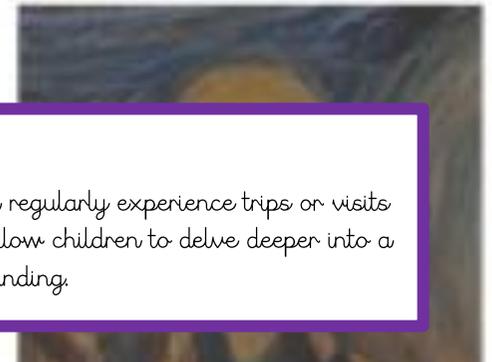
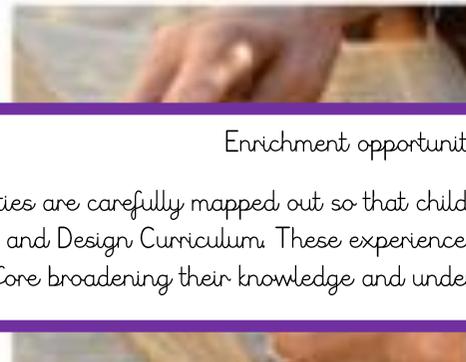
In the Foundation Stage, pupils explore Art and Design through the Expressive Arts and Design strand of the Early Learning Goals (ELGs), delivered through the Cornerstones curriculum. Children are provided with rich, hands-on opportunities to investigate and experiment with texture, colour, shape, form, and space. Through imaginative and creative experiences, they begin to explore the qualities of different materials and processes. The Cornerstones projects encourage children to express themselves confidently using colour, pattern, and design, laying the foundations for artistic thinking and visual communication as they progress through the school.

In Key Stage 1 and 2, the school uses the National Curriculum and Cornerstones as the basis of its curriculum planning. We use Cornerstones to ensure progression and coverage of skills and knowledge, ensuring that all children can and do make progress. Teachers are encouraged to adapt lessons to meet the needs of their cohort and add bespoke lessons using their own creativity and teaching ideas.

Spiritual, Moral, Social and Cultural Development - In Art and Design, we provide rich learning opportunities that enthuse, engage, and inspire children, fostering creativity, self-expression, and a sense of curiosity about the world around them. Through exploring a wide range of artistic styles, techniques, and cultures, children learn to appreciate the beauty, diversity, and complexity of human expression across time and place. As they study the work of artists from different backgrounds and traditions, pupils develop respect, tolerance, and understanding of cultural diversity, supporting their spiritual, moral, social, and cultural (SMSC) development. Art encourages children to reflect on their own identity, ideas, and emotions, while also promoting thoughtful engagement with the wider world through visual storytelling and creative exploration.

British Values

Our teaching of Art and Design actively promotes British values by encouraging pupils to express themselves freely while learning to respect and appreciate the views, beliefs, and creative expressions of others. Through exploring the work of a diverse range of artists, designers, and craftspeople from the UK and around the world, children develop an understanding of cultural heritage, individual liberty, and mutual respect. Art lessons provide opportunities for pupils to discuss, evaluate, and reflect on different artistic perspectives, fostering open-mindedness and tolerance. By creating their own work and engaging with the work of others, pupils begin to understand the importance of individuality, collaboration, and shared responsibility—key principles within a fair and democratic society.



Enrichment opportunities

These opportunities are carefully mapped out so that children regularly experience trips or visits linked to the Art and Design Curriculum. These experiences allow children to delve deeper into a topic area, therefore broadening their knowledge and understanding.



Impact

We assess children's work in Art and Design by making informal judgements as we observe and discuss Art and Design concepts with them during lessons. Each class teacher will refer regularly to the knowledge organisers, giving children time to read them and test their own knowledge and use of vocabulary. Each year group has a set of sticky knowledge questions to be asked frequently to ensure that this knowledge sticks. Teachers will create their own knowledge organiser / sticky knowledge quizzes. On completion of a piece of work, the teacher marks the work and comments as necessary. Marking is often developmental and encourages children to stretch their knowledge and use of correct vocabulary. Teachers will adapt their questioning for different abilities, using WalkThru techniques in order to question and assess all children.

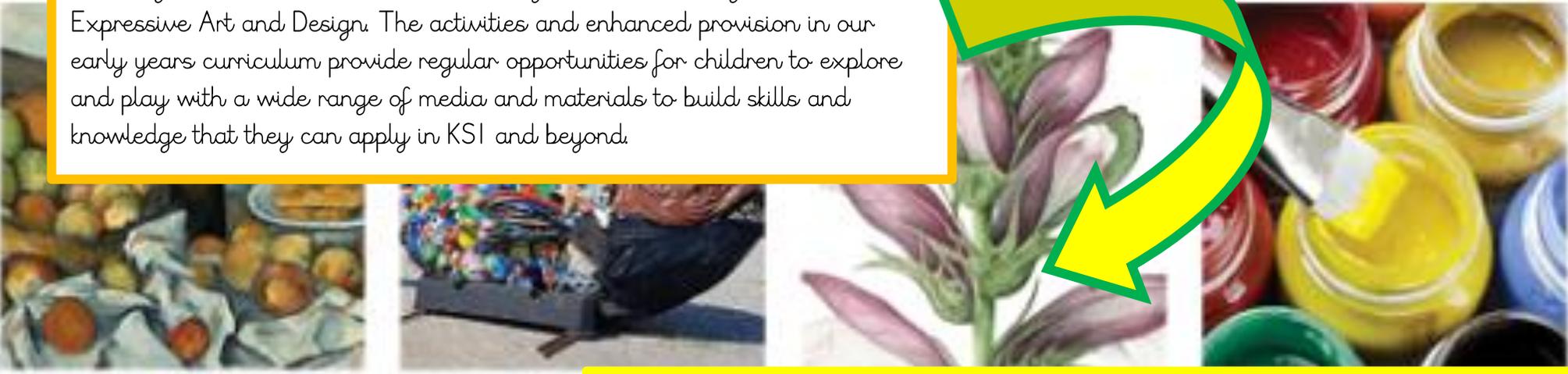
Teachers will add each Art and Design lesson (whether this be a Cornerstones lesson or Teacher created lesson) to the Cornerstones timetable. At the end of each lesson, they will select that the lesson has been taught. This then allows the subject champion to check coverage and progression of what has been taught throughout the school. Teachers will then make a judgement about children's attainment based on what was seen within the lesson and the lesson outcome.



The art and design projects are well sequenced to provide a coherent subject scheme that develops children's skills and knowledge of visual elements, art forms, artists and art movements.

EYFS

The art curriculum begins as soon as the children start school in the EYFS. Learning in art links to the EYFS Statutory Educational Programme: Expressive Art and Design. The activities and enhanced provision in our early years curriculum provide regular opportunities for children to explore and play with a wide range of media and materials to build skills and knowledge that they can apply in KS1 and beyond.



Key Stage 1

In Key Stage 1, each autumn term begins with essential skills and knowledge projects (Mixing Colours in Year 1 and Exploring Colours in Year 2). Teaching these projects enables children to be introduced to and then revisit colour mixing and the colour wheel with plentiful opportunities for the children to explore primary and secondary colours and hues. In Year 1, children explore themes directly related to the children themselves, such as their facial features, the surrounding natural world and their local community. In Year 2, the projects expand children's artistic horizons to study a more comprehensive range of artists, artistic movements and creative techniques.



Lower Key Stage 2

In Lower Key Stage 2, each autumn term begins with essential skills and knowledge projects (Colour Theory in Year 3 and Warm and Cool Colours in Year 4). Teaching these projects enables children to build on their previous understanding of colour and further develop their expertise by studying tertiary, analogous and complementary colours with many opportunities for the children to explore warm and cool colours. In Year 3, children expand their experiences to study a broader range of art forms, artists and genres. They also begin to study art from specific and diverse periods of history, including prehistoric pottery and Roman mosaics. Other genres studied in Year 3 build on previous techniques learned in Key Stage 1 and include more complex techniques in printmaking, drawing, painting and textiles. In Year 4, children develop more specialised techniques in drawing, painting, printmaking and sculpture. They explore ways in which ancient cultures have influenced art and crafts by studying, for example, medieval weaving techniques and the religious significance of Islamic art.



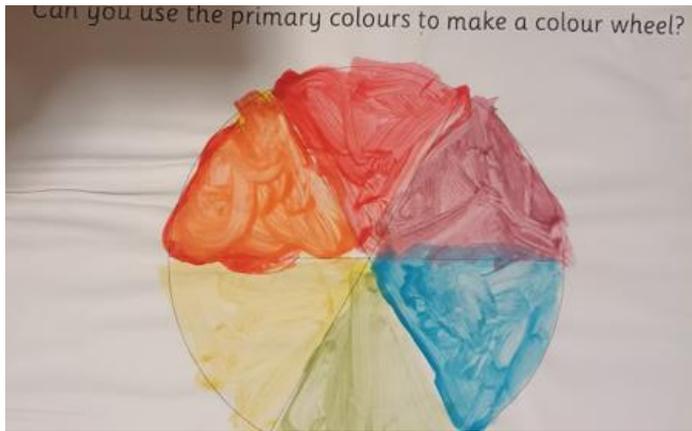
Upper Key Stage 2

In Upper Key Stage 2, each autumn term begins with essential skills and knowledge projects (Colour in Landscapes in Year 5 and Colour and Style in Year 6). Teaching these projects enables children to build on their previous understanding of colour theory and develop further expertise with colour by studying tints, shades and tones and more complex colour palettes. In Year 5, children develop and combine more complex artistic techniques in a range of genres, including drawing, painting, printmaking and sculpture. Children continue to build on their understanding of other historical periods and cultures by studying the ancient Chinese art form of taotie and the significance of the Expressionist movement. In Year 6, children are encouraged to work more independently in projects like Environmental Artists and Distortion and Abstraction. Such projects require them to consider more conceptual representations of personal, environmental, social or political messaging. Children explore diversity in art by studying the projects Inuit and Trailblazers, Barrier Breakers.

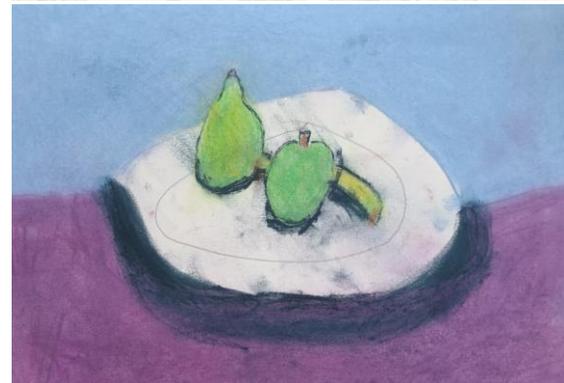


Phase	Area of Art and Design	Vocabulary
EYFS	Exploring and Creating	draw, paint, colour, make, create, explore
	Using Materials	pencil, crayon, paint, brush, paper, clay
	Evaluating	like, dislike, talk about, change
Key Stage 1	Drawing & Painting	line, shape, colour, pattern, texture
	Sculpture & Making	sculpture, model, carve, mould, join
	Printmaking	print, pattern, repeat, press
	Evaluating & Analysing	describe, compare, improve
Lower Key Stage 2	Developing Techniques	tone, shade, form, space, proportion
	Media & Materials	collage, textiles, printing, weaving
	Evaluating & Analysing	evaluate, refine, modify, detail
	Artists & Styles	artist, style, technique, inspiration
Upper Key Stage 2	Advanced Techniques	perspective, composition, contrast, depth, scale

ART in YEAR 1



ART in YEAR 2



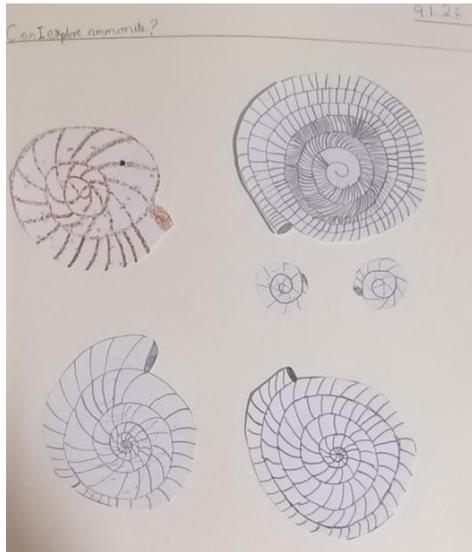
Still life

Compare the themes, colours, compositions, objects and textures in the still life and record in the table.

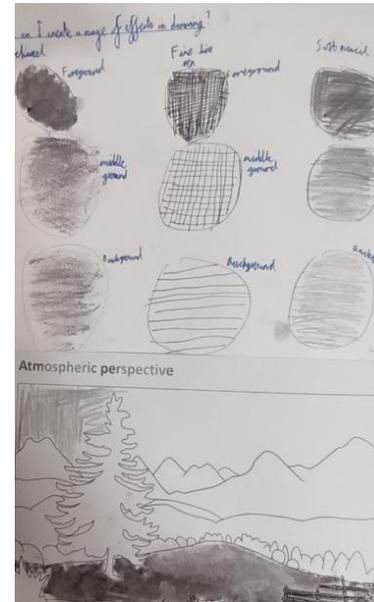
	Still life 1	Still life 2
Themes	Both paintings have the same theme, which is flowers in a vase.	The theme is different because one painting just uses sunflowers.
Colours	The colours in this painting are all yellow hues.	Both paintings use different colours.
Compositions	Both paintings have flowers and a vase as the objects.	The composition of the flowers change. In one painting it is just sunflowers.
Textures	The brush strokes create the texture and uses stronger textures of the flower petals.	The sunflowers has more texture and uses stronger brush strokes.



ART in YEAR 3



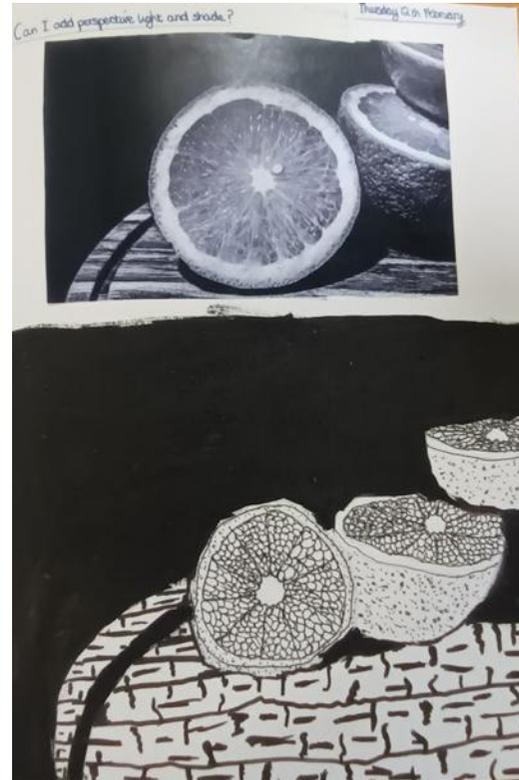
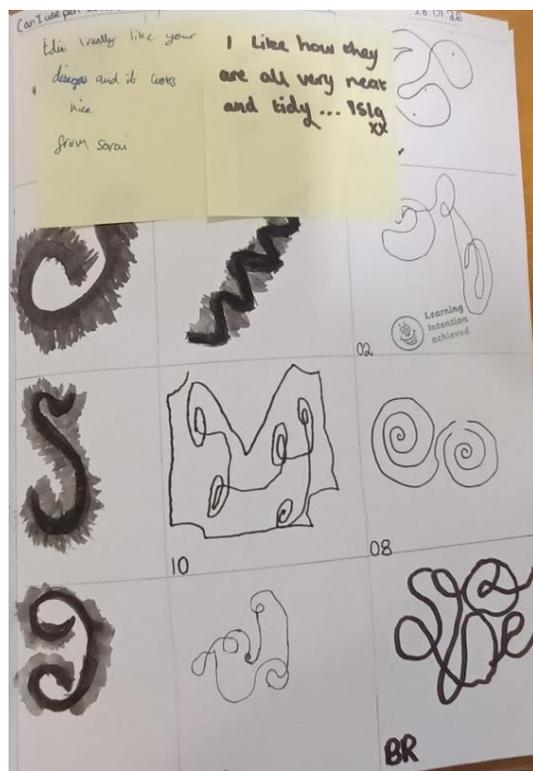
ART in YEAR 4



Comparing artwork

Artwork 1: <u>Loneliness</u>	Artwork 2: <u>Snowden</u>
Artist: <u>Alexei von Jawlensky</u> Year: <u>1912</u>	Artist: <u>Richard Wilson</u> Year: <u>1765-1768</u>
What can you see in the artwork? <u>I can see mostly warm colours but some cool. There are mostly cool in the cave by the bottom left.</u>	What can you see in the artwork? <u>No warm colours and the picture is dark.</u>
Why did the artist select the viewpoint? <u>Maybe because of the cave.</u>	Why did the artist select the viewpoint? <u>Maybe because they like snowden.</u>
What is the purpose of the artwork? <u>to make it stand out</u>	What is the purpose of the artwork? <u>maybe to inspire people to go to snowden</u>
How has the artist used line, colour and pattern in the artwork? <u>he used the lines of the red and yellow mountains, he used colour on the cave, he used pattern on the forest etc.</u>	How has the artist used line, colour and pattern in the artwork? <u>he used the line for the outline of the lake, he used colour for the shadow, he used pattern for the snowden.</u>
What do you find interesting about the artwork? <u>the cave because how they made the colour</u>	What do you find interesting about the artwork? <u>the lake</u>
What do you like about the artwork? <u>The cave</u>	What do you like about the artwork? <u>snowden</u>
How are the paintings the same or different? <u>Loneliness has more warm colours more than cold and snowden is the opposite</u>	

ART in YEAR 5



ART in YEAR 6

