

Singleton Church of England Primary School

Art Overview

"Passion for LearningPassion for life"

Governors and school leaders facilitate a reflective and ambitious culture. Constructive challenge and creative ideas are encouraged, valued and used to inform whole school planning. The views of learners, parents, staff, governors, therapists, social workers and other stakeholders inform the evaluation of the quality of our work and provision, which in turn is used to identify areas for improvement.



Curriculum Intent

The aim of our curriculum is linked to our vision

School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

The rationale behind this is...

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits. As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

At Singleton C of E Primary School, we see every child as a unique individual. We embrace every child's learning journey and encourage them to be the best they can be.

'This world is but a canvas to our imagination.'
Henry David Thoreau

We believe that all children who become pupils at our school deserve the best and our aim is to help them succeed by reaching their full potential in every area of school life – academic, social, personal, physical and spiritual. We do this by ensuring that each child has a clearly defined personal creative curriculum where they understand their educational journey – where it is beginning, where it will take them and how they will get there! Our mission statement is at the very heart of this.

'Passion for learning, Passion for life'

Curriculum Intent

The aim of our curriculum is linked to our vision

School Vision

To provide the children with a wide variety of engaging and challenging opportunities enabling them to live life to the full. Developing a growth mind-set, believing that with God everything is possible. To show, love, trust, wisdom and respect, becoming exemplary role models in our community and the wider world.

The rationale behind this is...

At Singleton Church of England School, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The sky is the limit for our children. We seek to inspire each other and learn to value greatness, ambition and achievement of all kinds. To belong to Singleton School is an honour. Each of us aspires to reach a potential, which is not limited, but is given wings through the creative curriculum and our Christian Values, which will truly enable us to embrace living our lives without limits.

As such, there is high academic/ vocational / technical ambition for all pupils, and as a school, we do not offer disadvantaged pupils or pupils with SEND a reduced curriculum.

At Singleton School, we believe Art and Design is a vital part of the education for all children and is a gateway to communication. Our children's understanding of the visual language of art needs to be developed by effective teaching and by a considered sequence of experiences.

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.

(DFE 2013)

Curriculum Implementation

At Singleton school we use the Art scheme established by Kapow Primary. This scheme has been devised by experts in their field and aims to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about the rich heritage and culture of the British Isles and beyond.

The Kapow scheme of work supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies

The National Curriculum 2014 states:

EYFS

Pupils should be taught:

- To sing songs, make music and dance and experiment with ways of changing them.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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.
- 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.

Kapow Scheme of Work

How it works:

The Scheme of work fulfils the statutory requirement outlined in the National Curriculum (2014). Aims have been identified into 5 strands which run throughout the scheme of work.

How does Kapow Primary help our school to meet statutory guidance for Art and design?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. 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

From these aims, we have identified five strands which run throughout our scheme of work:

Generating ideas

Using sketchbooks

Making skills
(including formal elements)

Knowledge of artists

Evaluating and analysing

Our **National curriculum mapping** document (Coming soon!) shows which of Kapow Primary's units cover each of the National Curriculum Attainment targets as well as each of these five strands. National Curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

© Kapow Primary 2022

Standard long-term plan

www.kapowprimary.com

Teaching and Planning




- The four strands are revisited in every unit.
- Units are taught in a six-week block.
- In "Art and Design" and "Formal elements of Art" units, pupils have the opportunity to learn and practise skills discretely.
- The knowledge and skills from these units are then applied through the other units in the scheme.
- Key skills are revisited repeatedly with increasing complexity in a spiral curriculum model.
- This allows pupils to revise and build on their previous learning.
- Pupil's knowledge and understanding of key artists and art movements through "Every picture tells a story" units and links to artists through practical work.
- The units fully scaffold and support essential and age appropriate sequenced learning.
- Creativity and independent outcomes are robustly embedded in the units.
- Lessons are practical in nature and encourage experimental and exploratory learning.
- Lessons are differentiated where appropriate. Inclusion is embedded.
- Lessons are clearly organised and will support any member of staff who is not confident in delivering art.
- Quality first teach is promoted throughout the teaching of art.
- The topics are taught on a two-year rolling programme (due to mixed classes)
- Topics are listed on the long-term planners.
- Art is covered in class, on Fantastic Friday and in Mad Week.
- Curriculum links are highlighted on the plans.
- Children are involved in the evaluation, dialogue and decision making about the quality of their outcomes and the improvements they need to make.

Year 6 - knowledge
overviews.docx

Singleton Church of England Primary School

Progression of Skills and Knowledge

Art - Y4

YEAR 4 ART	Year 4 – Unit 1 Light and dark - Painting and Mixed media		Year 4 – Unit 2 Power Points – drawing		Year 4 – Unit 3 Magn Materials – sculpture 4-30	
Knowledge of Artists	<p>Know the following artists</p> <ul style="list-style-type: none">Paul CézanneClara DeedsAudley York <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>		<p>Know the following artists</p> <ul style="list-style-type: none">Ed RouchéGeorge SauterAlberto GiacomettiHernando RetesHenri MatisseMerry Moore (1976) <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p>		<p>Know the following artists</p> <ul style="list-style-type: none">Magdalena DabalskiBarbara HepworthClara PonschSabak Design/CampEl Anatsui <p>Use subject vocabulary confidently to describe and compare creative works.</p> <p>Use their own experiences of techniques and making processes to explain how art works may have been made.</p> <p>Art can communicate powerful statements about right and wrong. Many materials.</p>	
KEY VOCABULARY	Abstract, composition, colouring, shading, paint, textured, figurative, formal, line, landscape, mark, making, model, point, wall, pattern, position, portrait, shade, shadow, shaping, paint, technique Texture, three dimensional (3D), flat, solid		Abstract, block print, collage, collaboratively, collage, collage, composition, context, cross, hatching, landscape, model, hatching, highlight, most mass, monoprint, observational drawing, parallel, pattern, precision, prearranging, proportion, shading, shading, symmetry, three dimensional, 3D, two, window, wax-resist, texture.		Abstract, carved, ceramics, figurative form, found objects, follow, pin, mixed media, organic, shape, sharp, square, sculpture, surface, texture, texture, three dimensional (3D), two, three dimensional (3D) typography, evaluation, weaving, weaving	
SUBSTANTIVE KNOWLEDGE	<p>Colour</p> <ul style="list-style-type: none">To know that adding black to a colour creates a shade.To know that adding white to a colour creates a tint.		<p>Texture</p> <ul style="list-style-type: none">To know that light can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing. <p>Pattern</p> <ul style="list-style-type: none">To know that patterns can be singular, and that change in shape, won't's effect.To know that the starting point for a repeating pattern is called a motif, and a motif can be arranged in different ways to make varied patterns. <p>Texture</p> <ul style="list-style-type: none">To know how to use texture more purposefully to achieve a specific effect or to replicate a natural texture. <p>Time</p> <ul style="list-style-type: none">To know that using lighter and darker tints and shades of a colour can create a 3D effect.To know that time can be used to create contrast in an artwork.		<p>Form</p> <ul style="list-style-type: none">To know that using lighter and darker tints and shades of a colour can create a 3D effect.To know that simple 3D forms can be made by creating layers, by folding and rolling materials. <p>Shape</p> <ul style="list-style-type: none">To know how to use basic shapes to form more complex shapes and patterns.	
MAKING CONNECTIONS key knowledge / key questions	<p>This links to Year 1/2 unit Painting and mixed media</p> <p>Discuss artists from previous unit</p> <p>What can we remember? – key questions</p> <ul style="list-style-type: none">What textures when we mix primary colours together? (They make other colours)What are the colours made by primary colours called? (Secondary colours)What are the secondary colours? (Orange, purple and green)What primary colours mixed together make:<ul style="list-style-type: none">green (blue and yellow)orange (red and yellow)purple (blue and red) <p>Year 3 – Problematic painting</p> <ul style="list-style-type: none">What can we remember? – key questionsWhat is proportion? – how big do something looks compared to the rest of itWhat is 'unrealistic'? – drawing a self drawing on a material surfaceWhat is natural paint? How do we make them? – natural pigmentsWho can remember key facts about the colour wheel? – complementary colours opposite		<p>This links to Year 1/2 unit 1/3 unit – drawing units</p> <p>Discuss artists from previous unit</p> <ul style="list-style-type: none">Angela BirdEdith RouchéWally KershleyHenri MatisseHenri Matisse <p>What can we remember? 1/2 3 key questions –</p> <ul style="list-style-type: none">What media did we use to draw with? – into book back in our sketch booksWhat of the media are useful? In what ways are they useful?What is a sketch? (What's your sketch?)What can we make your sketch?How can we use a line? – light and darkHow can we use a line to a drawing? – shading <p>Year 3</p> <ul style="list-style-type: none">What types of patterns can we use? – Mass media / naturalWhat can we use examples?What is texture? – it can be real – what it feels like or can be made to appear textured in a drawing using shadingWho can give us examples of techniques used for shading, hatching, cross hatching, scribbling, dot, stippling		<p>This links to Year 2 unit – Paper Play 3D sculpture</p> <p>Discuss artists from previous unit</p> <p>What can we remember? 1/2 key questions – paper play involving / shaping / forming</p> <p>Who is 3D artists? (Inventor of a shape by folding the paper)</p> <p>Can anyone demonstrate making a shape by folding the paper?</p> <p>Can anyone demonstrate making a shape by rolling the paper?</p> <p>What is the difference between a 2D and 3D?</p> <p>Year 3</p> <ul style="list-style-type: none">What are organic / geometric 3D forms?Who can tell us about negative shapes? – know that negative shapes show the space around and between objectsWhat is abstract art?	

- In class x 2 Units
- In Fantastic Friday x 1 Unit on Sculpture & 3D
- In Mad **week, within 1 week in class with class teacher**

Cycle A

- Drawing- Make your mark- Spring term 2
- Painting & Mixed Media – Colour splash – Summer term 2
- Sculpture & 3D –Paper play- Autumn Term - Fantastic Friday
- Digital Media – City patterns- MAD WEEK

- Drawing - Self Portraits – Spring Term
- Printing - Castle flags – Summer Term
- Collage - Sea Collage - Autumn Term – Fantastic Friday
- Textiles – Sports - MAD WEEK

Cycle A

- Drawing – Drawing Techniques – Autumn term
- Painting – Georges Seurat – Summer Term
- 3D Art – ROMANS- Fantastic Friday

- Digital Media – Local History – MAD WEEK

Cycle B

- Printing – Flag printing – Autumn Term
- Drawing – Bodies – Summer Term
- Collage – Chinese Dragons – Spring Term - Fantastic Friday
- Textiles – Fruit & Vegetables – MAD WEEK

Upper Key stage 2: Year 5/6

Cycle A

- Drawing – People & Places – Autumn Term
- Painting - JMW Turner – Spring Term
- 3D Art – Anglo Saxons/ Vikings or Romans– Summer Term – Fantastic Friday
- Digital Media – Andy Warhol – MAD WEEK

Cycle B

- Drawing – The Body – Autumn term
- Printing - Printing Techniques – Spring Term
- Collage – Tropical & Colour Collage – Summer Term – Fantastic Friday
- Textiles – The Seaside – MAD WEEK
 - the internet.

Reading in Art & Design

- Children at Singleton are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills. Children will read engaging and challenging texts linked to artists and styles of art and design and record thoughts and feelings through artist profiles in their sketchbooks. In turn, enhancing their own vocabulary and understanding.

Educational Visits and Cultural Capital

- In order to develop a broad, rich and deep art education we believe children learn through experience. It is therefore considered essential to provide the children with hands on experiences, through educational visits. We aim to address this with suggestions on the two-year cycle with Educational visits, trips and real experience.

Expected Impact

- Productive creative work, exploring and recording their ideas and experiences.
- Be proficient in drawing, sculpting and other craft and design.
- wing, painting, sculpting and other art, craft and design.
- Evaluate and analyse creative works using subject specific language.
- Know about great artists and the historical and cultural development of their art.

We aim for the children to take a pride in their work and the work that is displayed around school.

Evidence

- All children will have their own sketch/art journal in school and will use this to record their journey through art. Written or verbal feedback will be given.
- Floor books are also used to support the children's journey in fantastic Friday and celebrate their work for that unit/topic
- Earwig and Purple Mash will be use to document photo and digital media work in art.

Reporting

- Children's progress and attainment will be reported to parents in their annual report. As a school, we report end of KS1 and end of KS2 attainment on pupil data sheets based upon the end of Key Stage outcomes.
- In EYFS parents are informed where the children's abilities lie in 'expressive arts and design'.

Assessment

- The scheme is monitored through formative and summative assessment.

Formative Assessment

We have developed a consistent approach to Assessment across school: - Key Assessment Opportunities



Year 2 Clay Houses - Sculpture and 3D.doc



Year 4 - Power prints - Drawing.doc



Year 5 Portraits- painting and mixed

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps. Teachers assess the skills delivered in the sequence of lessons and this is used to track the individuals progress within Art. Assessment takes place after each unit of work, including work within Fantastic Friday and Mad week. After the assessment grids have been updated, the Curriculum leader analyses the data and provides feedback to the Art leader in order to inform and improve future practice.

Summative Assessment

- Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and each unit has a unit quiz and knowledge catcher which can be used at the start and end of each unit.
- Assessment is on-going and is a vital tool to aid future planning. Children are assessed on their ability to develop ideas, master techniques and personalise inspiration. In KS1 and KS2, teachers will assess the children using the end of key stage expectations (NC and progression in skills grids) and in the Foundation Stage children will be assessed using the Development Matters and Early Learning Goals document. In KS1 and KS2, all children have an art journal/sketch book, which is used to record learning through developing ideas, mastering techniques and personalising inspiration. In EYFS, each child has a journal and art will be recorded within this.

Art learning is recorded in sketchbooks across the school. We encourage children to treat their sketchbooks like journals and their thoughts and learning are recorded in a format that they would like to use, for example, using thought bubbles. Each child is unique and each sketchbook should be unique, enabling children to develop their independence and creativity.

Teachers assess children's knowledge, understanding and skills in Art by making observations of the children working during lessons. Feedback given to children by their peers or teachers is in the form of post-it notes over the learning so that their art is not marked in the process. Children are also encouraged to be critical of their own work, highlighting their own next steps. Teachers assess the skills delivered in the sequence of lessons and this is used to track the individuals progress within Art. Assessment takes place after each unit of work, including work within Fantastic Friday and Mad week. After the assessment grids have been updated, the Curriculum leader analyses the data and provides feedback to the Art leader in order to inform and improve future practice.