



**End Point Expectations**

Nursery	Educational Programme The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.	Explore and play with a wide range of media and materials. (Such as: Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc)
Reception	The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe	<b>ELG: Fine Motor Skills</b> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
		<b>ELG Expressive Arts and Design (Exploring and Using Media and Materials)</b> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
		<b>ELG Expressive Arts and Design (Being Imaginative)</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
KS1 NC	Pupils should be taught:	<ul style="list-style-type: none"> <li>• to use a range of materials creatively to design and make products;</li> <li>• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>• to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>• 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.</li> </ul>
KS2 NC	Pupils should be taught:	<ul style="list-style-type: none"> <li>• 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;</li> <li>• to create sketch books to record their observations and use them to review and revisit ideas;</li> <li>• 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.</li> </ul>

The national curriculum for art and design aims to ensure that all pupils by the end of year 6: 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.

## Whole School Subject Overview : ART

### The model of Art and Design at Springfield. The rationale.







In the early years, the art work stems from exploration of tools and techniques to produce outcomes and through developing vocabulary related to art and artists. Pupils will show progression through outcome depending on their developmental milestones. Repetition of techniques is important to develop the necessary skills of which to build upon.

Each KS1 and KS2 art scheme of work comprises of the 5E's:

- 1) **EXPLORING** the work and lives of artists/ architects/crafts people throughout History.
- 2) **EXPLAINING** the style of the artist by practising a **TECHNIQUE**;
- 3) **EXPANDING** knowledge of the artist and their work by **DESIGNING**, drawing on the work of others and the techniques used;
- 4) **ENGAGING in MAKING** their product
- 5) **EVALUATING** their own and others' work.














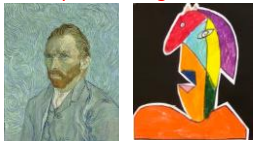


**The Art sketch book** will be used to document these processes. Pupils will be taught to artistically produce 2 page spreads to present information on Artists work and to practise art skills. Photographs of their made product will be displayed alongside their evaluations in their sketch books. A sample of Products from each unit will be kept in **Class Art folders**.

**Assessment** in the early years will be made against the Early learning goals for Expressive arts and Design and in KS1 and KS2 against skills and technique as well as knowledge of a range of artists and their work. At the start of each unit, walkthrough the whole learning journey with the class, explaining the skills they will learn throughout the unit. Pupils should be encouraged to self-assess against the criteria and understand where they are going next and what they need to improve upon. Pupils will experience the following media and concepts:

Drawing 	Painting 	Printing 	Collage 	3D art 	Artist study 	
<b>Concepts of Art</b>						
<b>1. Line</b> Define form and shape and show the artist's techniques- may be actual or implied. Actual lines can be descriptive, expressive etc. Lines may be implied by colour, tone and texture and also leading, geometric, organic, mathematical lines.	<b>2. Shape</b> Two dimensional. Positive shape represents solid objects, negative shape the surrounding space. Shape can be regular e.g., geometric and mathematical. Irregular shape is organic shape frequently occurring in nature.	<b>3. Form</b> Three dimensional objects although two dimensional works can suggest or infer three dimensions.	<b>4. Colour</b> The influence of the choice of colour and the relationship between colours. The relationship between colours (harmonious, contrasting), temperature (warm or cool), their strength, primary, secondary, complementary, tints, shades, tones, colours - communicate emotion, mood atmosphere etc.	<b>5. Tone</b> Light and dark and contrast to create different moods, visual effects, creating the illusion of form, atmosphere, depth and distance etc.	<b>6. Space</b> Objects and the area around them. Three dimensional art creates 'real' space which takes up volume. Negative space the area around objects. Space implied by colour, overlapping, placement and perspective to infer three dimensions in two dimensional art.	<b>7. Texture</b> The creation of actual texture or suggested through techniques – actual and visual texture.







Whole School Subject Overview : **ART**



ART	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Nursery</b> NB: a range of tools and materials are available for self directed exploration as well as these planned opportunities.</p>	<p>Self Portraits in <b>different media</b>. <b>Paint, Pencil</b></p> 	<p><b>Clay Form Diva lamps.</b></p> 	<p>Mixing colour <b>Painting</b></p> 	<p>Observational plants <b>Pastel, Paint</b></p> 	<p>Painting minibeasts and plants <b>Body and Finger Printing, painting</b></p> 	<p><b>Painting</b> of self</p> 
<p><b>Reception</b> NB: a range of tools and materials are available for self directed exploration as well as these planned opportunities.</p>	<p>Self portraits in <b>different media</b>, <b>Paint, pencil</b></p> 	<p><b>Clay Form Diva lamps.</b> Wrapping paper <b>Printing</b></p>  <p>Land Art <b>Natural resources</b> <b>Andy Goldsworthy</b></p> 	<p>Mixing colours Changing tone <b>Painting</b> <b>Kandinsky</b></p> 	<p>Observational plants ,Snail art <b>Pencil, pastel, paint, chalk, Talking about their own and others work</b></p> 	<p>Painting sunflowers in different media, people who help us <b>Finger and Object Printing, painting</b> <b>Van Gogh's sunflowers</b></p> 	<p><b>Clay:</b> pressure, mark making, cutting and shaping to make fish. Sea creature <b>sculptures</b> using junk</p> 
<p><b>Y1</b></p>	<p>Self Portraits <b>Van Gogh, Picasso</b> <b>Draw, paint, collage</b></p> 				<p>Animal 3D sculptures <b>Louise Bourgeois</b> <b>Sculpture, collage, 3D art</b></p> 	<p>African Art <b>Jasper Johns</b> <b>Edward Tingatinga (African Art)</b> <b>Paint, pattern and texture</b></p> 




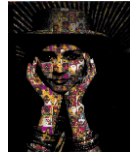


# Whole School Subject Overview : ART



<p><b>assessment</b></p>	<p>To apply an understanding of drawing materials and mark-making to draw from observation. Begin to use perspective by thinking about size and placement of features. Describe and compare features of their own and other's art work including those of famous artists.</p>				<p>Sculpting: To be able to describe the works of Louise Bourgeois and create sculptures using natural or manmade materials. To apply paper-shaping skills to make an imaginative sculpture: Showing they can apply a variety of skills to their sculpture.</p>	<p>Painting: To apply knowledge of colour mixing when painting. Remembering the primary/secondary colours and how to mix primary colours to make secondary colours</p>
<p><b>Y2</b></p>	<p>Still Life Make your mark. Tell a story</p>  <p><b>Paint and pencil</b></p>			<p>Landscapes and Skyscapes <b>Lowry</b> <b>Paint and perspectives</b></p> 		<p>Sculpture: Clay</p> 
<p><b>assessment</b></p>	<p>To understand how to apply expressions to illustrate a character. Making sketches that may be basic stick-like figures.</p>			<p>To create a city scape in the style of an artist. To describe the works of famous artists and describe their practices and disciplines.</p>		<p>To use impressing and joining techniques to decorate a clay tile.</p>
<p><b>Y3</b></p>		<p>Cityscapes <b>Van Gogh, Monet,</b> <b>Paint, pastels</b> <b>Perspectives and architecture</b></p> 		<p>STONE AGE TO IRON AGE ART Who were the first artists? <b>Charcoal and paint</b></p> 		<p>ROMAN <b>3D Clay Pottery</b> using coiling techniques <b>Pencil Shading techniques</b></p> 
<p><b>assessment</b></p>		<p>Is able to use colour, texture, pattern and line to create landscapes and cityscapes in a range of materials. Is able to describe the work of at least 2 artists identifying at least 1 similarity and 1 difference.</p>		<p>Children are able to demonstrate a sense of light and dark in their work by shading with a reasonable degree of accuracy and skill following the four shading techniques. Able to shade from light to dark, blending tones smoothly, mostly gradually, without sudden changes.</p>		<p>Children are able to use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</p>
<p><b>Y4</b></p>	<p>EGYPTIANS ART EGYPTIANS ART Portraits pencil, Paint Pattern, line, texture, proportion of facial features</p>			<p>Local history <b>Sheffield steel: structures Millennium galleries.</b> <b>Wire structures sculpture 3D materials and pencil</b></p> <p><b>Magdalene Odundo.</b> <b>Barbara Hepworth</b></p>		<p><b>Pencil and mixed media: North American artists</b> <b>Andy Warhol, Jean Michel Basquiat, John Singer Sargent</b></p>





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<b>assessment</b>	Children can demonstrate good control of tools when painting and drawing and the ability to use colours and materials appropriately. They show an understanding of effective composition and item placement.			Children can respond to a stimulus and begin to make choices about materials used to work in 3D. They show an understanding of appropriate finish and present work to a good standard. Children use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made.		Use subject vocabulary confidently to describe and compare creative works. Use their own experiences of techniques and making processes to explain how art works may have been made. Being able to create several pencil tones when shading and use these to create a simple 3D effect. Showing that they have explored different ways to hold the pencil and different pressures of the pencil on the paper to create line and tone
<b>Y5</b>	Portraits Chila Kumari Singh Burman Mixed media portraits 		Rocket paintings Artist - Peter Thorpe  Paint, 1 point and 2 point perspective 		Still life Charcoal and Pencil Iberê Camargo  Learning to use charcoal, using blending, and tone. WW2 theme 	
<b>assessment</b>	They are able to consider the final effect created by their choice of materials. They can make clear choices about their composition of their final piece. Their portrait represents something about them. Is able to use some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork.		Can consider perspective when creating a painting (1 and 2-point perspective). Lines diminish at the vanishing point.		Use charcoal for its darker tones and tactile elements. Sustain drawing over many sessions. Can consider perspective when creating drawing 1 point and 2 point perspective.	
<b>Y6</b>	Local artists  STREET ART inc portraits Local artist – Pete Mckee, Banksy		GREEK ART – VASES and architecture Pencil, Sculpture, clay and 3D art			JAPANESE ART Artists – Hokusai and Yayoi Kusama Japanese artist

# Whole School Subject Overview : ART



	 <p>Pencil and paint</p>		 			
<p><b>assessment</b></p>	<p>Draw with increasing confidence developing their own personal style. They know how &amp; when to sketch and when to render more confident line, using a developing ability to skilfully control the outcomes.              They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of others. Is able to use some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork.              Content – Describe the art. Social, historical factors affect the work.              Process – When &amp; how made? What materials &amp; techniques are used?              Formal elements – line, tone, colour, shape, form, comp, pattern, texture.              Mood – what emotions does the work convey?</p>		<p>Learn how to describe form from several different light sources. Know and apply very basic one-point perspective.              Design and make more complex Forms in 3 dimensions, using card, wire, paper, found objects, clay or modelling materials, understanding how to finish and present their work to a good standard.</p>			<p>Pupil's painting should show a more confident ability to create 3D form, depth and distance using colour and tone.              They should try to fairly appraise their own work and others work and understand how to improve it, accepting criticism of others. Is able to use some art vocabulary to talk about a portrait and be able to explain their opinion of an artwork.              Content – Describe the art. Social, historical factors affect the work.              Process – When &amp; how made? What materials &amp; techniques are used?              Formal elements – line, tone, colour, shape, form, comp, pattern, texture.              Mood – what emotions does the work convey?</p>