



Art and Design at Malin Bridge

'Art is a form of being creative, expressive and imaginative to create paintings, drawings and sculptures using a range of skills, mediums and tools.'



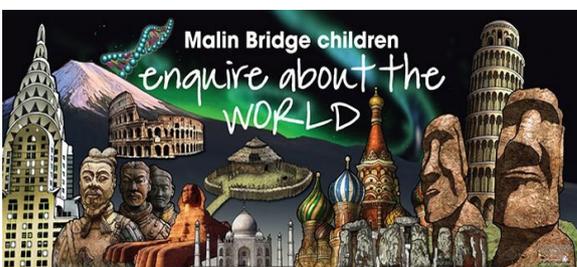
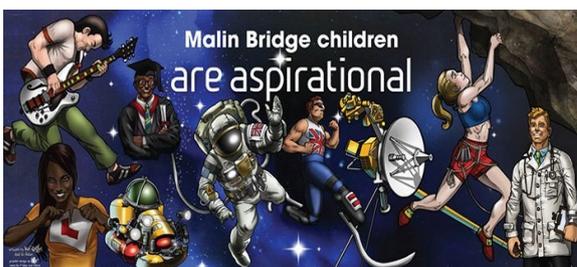
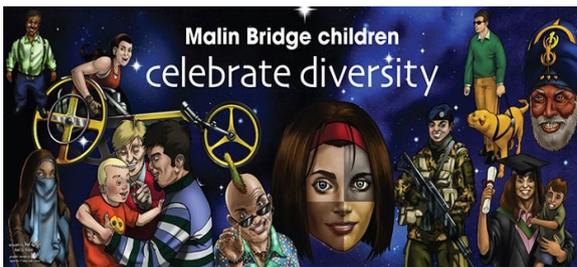
"I love art lessons because they let me get my creative energy out!" Eleanor Y4

Vision

Our vision for art and design is to inspire, nurture and celebrate creativity in every child. Our high-quality art curriculum ignites curiosity, fosters self-expression and

cultivates a deep appreciation of the arts. Our goal is to provide an inclusive environment where every student feels empowered to explore, experiment and innovate through various artistic mediums. *Good is not enough if it can be better and better is not enough if it can be best.*

AT MALIN BRIDGE PRIMARY OUR PUPILS...



Intent

For pupils to **produce creative work**, exploring their ideas and recording their experiences.

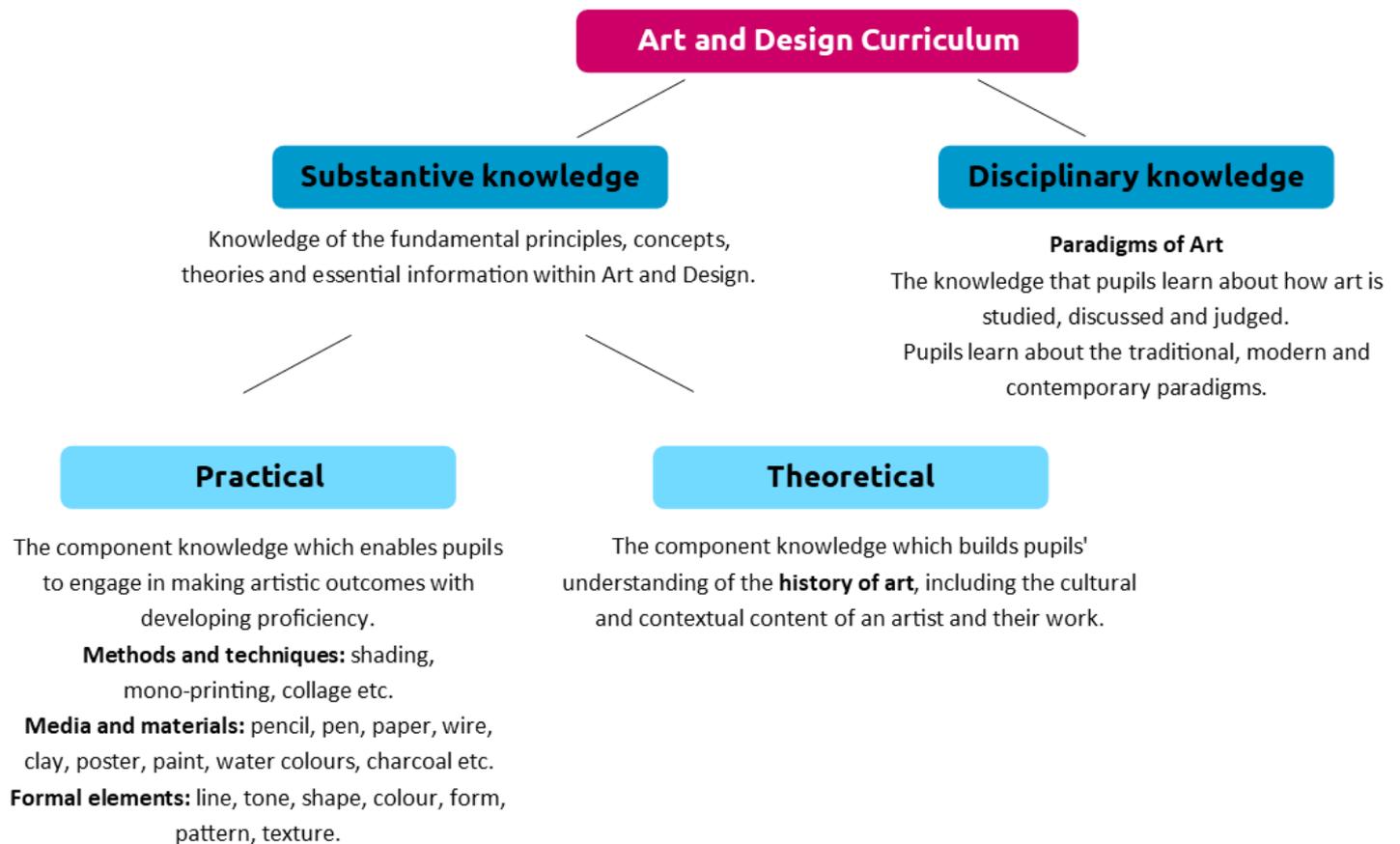
All pupils become **proficient in drawing, painting, sculpture** and other art, craft and design techniques.

Pupils **evaluate** and **analyse creative works** using the language of art, craft and design.

Pupils **know about great artists, craft makers and designers** and understand the historical and cultural development of their art forms.

Knowledge in Art and Design

Art and design should be 'intellectually challenging and creatively demanding', therefore the curriculum is designed around three types of knowledge: **practical** knowledge, **theoretical** knowledge and **disciplinary** knowledge. Pupils develop a secure understanding of all three categories so they are equipped to **create their own artistic pieces with increasing proficiency**, they can **discuss their own and others' artwork confidently** and have an **understanding of how art both reflects and shapes our history** and contributes to the culture, creativity and wealth of our nation.

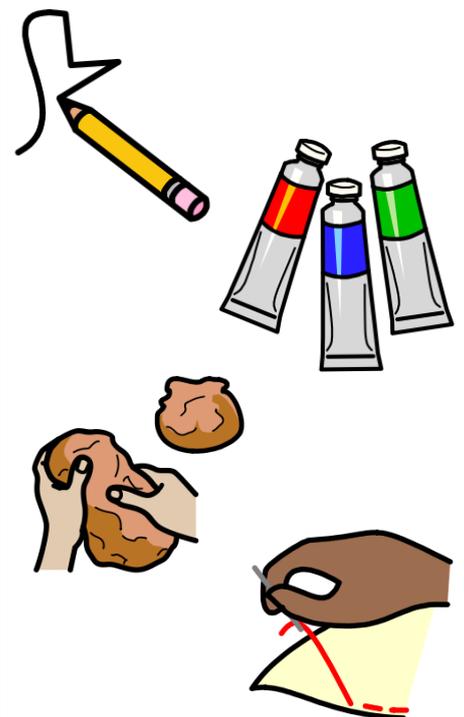


Areas of Making

Pupils in FS1 - Y6 develop practical knowledge in the Art and Design curriculum through the following 'areas of making':

- ◇ Drawing
- ◇ Painting
- ◇ Sculpture
- ◇ Collage (KS1)
- ◇ Textiles (KS2)

These have been selected to provide pupils with adequate time to develop essential skills and knowledge in each given area, to ensure children can then build on solid foundations with each subsequent unit at Malin Bridge and beyond.



Art Subject Story

There are **Subject Stories** for all foundation subjects, which detail the journey pupils go on through each curriculum area during their time at Malin Bridge. They contain the **key concepts** (*substantive and disciplinary*), which are built over time, as well as how each unit fits into the 'bigger picture' of the curriculum. Finally, the subject stories also contain an agreed glossary of definitions to ensure **consistent language** is used throughout school.



ART AT MALIN BRIDGE

By the end of studying Art at Malin Bridge, children will be able to answer questions such as:

- How has **colour** and **value** been used to create a visually interesting piece of artwork?
- How has **line** and **pattern** been used to create a visually interesting piece of artwork?
- Using a range of media, how have you created **texture** and what was its intended impact?
- Using artwork studied or created, what impact does **shape** and **form** have on the overall piece?
- Using artwork studied or created, what impact does **space** have on the overall piece?
- Using a **diverse** range of artists, makers, architects and designers, what is the significance of their work?
- What makes art 'good'? How is it **valued**? What makes art a **quality** piece?



Key Concepts	Associated vocabulary
Diversity	artist, maker, architect, designer, ethnicity, religion, sexuality, age, gender, class, able-bodied, disabled, local, national, international, culture
Formal Elements	colour, line, value, pattern, texture, shape, form, space, mix, shade, tint, palette, tone, primary, secondary, tertiary, contrasting, complementary, light, dark, combine, vivid, muted, repeating, intricate, shade, hatching, cross-hatching, pattern, tactile texture, mould, visual texture, rough, smooth, rigid, sculpture, 3-dimensional, roll, mould, assemble, capture, shape, construct, reinforce, tool, smooth, join, pinch, texture, space, illusion, 2-dimensional, positive, negative, open, closed, shallow, deep, 2-dimensional, 3-dimensional, illusion, foreground, middle ground, background
Quality and Value	judge, judgement, valid, evaluation, evaluated, instrumentalism, formalism, emotionalism, imitationalism, paradigms of art, traditional, modern, contemporary

Art Glossary

analogous	colours that are next to each other on the colour wheel
background	the part of an image which appears to be the furthest from you
colour	colour is produced when light strikes an object and reflects back to the eye.
complementary	colours that are directly opposite each other on the colour wheel
contrasting	very different
curved	having a rounded or smoothly bending shape
diagonal	a straight and sloping line
foreground	the part of an image which appears to be closest to you
form	A form has height, width and depth. It is three-dimensional, or is perceived to be, through the use of perspective or shading.
horizontal	positioned going side to side rather than up and down: parallel to the horizon
line	a line is a mark that spans the distance between two points: Lines can be horizontal, vertical, diagonal, fat, thin, curved, straight, jagged, smooth, long or short.
media	plural of medium
medium	the materials or methods used by an artist to create things
middle ground	the part of an image in between the foreground and the background

Skills Sheets

There are skills sheets for each foundation subject, for each phase, detailing the **practical and disciplinary** knowledge. These include what a child who is attaining typically, should **be able to do by the end of their phase**. They also include the key vocabulary which children should be able to use.



KS1 ARTIST

Over KS1, children's learning in art should include the following:

- Using a range of materials creatively to design and make products
- Drawing, painting, sculpture and digital media
- Improving artwork following feedback
- Discussing diverse range of artists, craft makers and designers artwork (including digital artists)

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

- Colour neatly following lines using a range of crayons intentionally creating lines as appropriate and using dots or lines to show pattern and texture.
- Use thick and thin brushes
- Mix primary colours to make secondary colours.
- Change the tints and tones of colours by adding black or white.
- Create textured collages (including ceramic) using a range of materials that are cut or torn and glued.
- Experiment with coating, overlapping, tessellation, mosaic and montage in collage.
- Through rolling, cutting, moulding and carving use a range of materials to create sculptures using a combination of shapes that include lines and texture.
- Print using objects by pressing, rolling, rubbing or stamping to mimic print from the environment.

BY THE END OF KS1, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

TEXTURE	TOPE	MOULD	SCULPTURE	PRIMARY	SECONDARY
LINE	COLOR	VALUE	FORM	SHAPE	TINT



LKS2 ARTIST

Over LKS2, children's learning in art should include the following:

- Using a range of materials creatively to design and make products
- Drawing, painting, sculpture and digital media
- Improving artwork following feedback
- Discussing a diverse range of artists, craft makers and designers artwork

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

- Use a pencil to show line, tone and texture through hatching and cross hatching
- Use shading to show tone and texture.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines
- Use watercolour paint to produce washes for backgrounds then add detail.
- Mix primary colours effectively.
- Change the tints and tones of colours by adding black or white.
- Use a range of materials to create sculptures that have a recognisable form with added materials to provide interesting detail.
- Print precise patterns using printing blocks to replicate patterns in natural or man-made environments.
- Use a basic cross stitch and back stitch.
- Colour fabric.

BY THE END OF LKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

TEXTURE	TOPE	MOULD	PRIMARY	SECONDARY	VALUE
VISUAL TEXTURE	TACTILE TEXTURE	MOOD	TINT	SCULPTURE	LINE



UKS2 ARTIST

Over UKS2, children's learning in art should include the following:

- Using a range of materials creatively to design and make products
- Drawing, painting, sculpture and digital media
- Improving artwork following feedback
- Discussing diverse range of artists, craft makers and designers artwork using visual language.

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

- Create a colour palette based upon colours observed in the natural or built world.
- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use a range of materials and tools to create sculptures that have a recognisable form, as appropriate use frameworks (such as wire or moulds) to provide stability and form.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

BY THE END OF UKS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

MOOD	VISUAL	PERSPECTIVE	TECHNIQUE	LAYERS	ELEMENT
PALETTE	VALUE	VISUAL TEXTURE	TACTILE TEXTURE	DEPICT	FOREGROUND
MIDDLE GROUND	LINE	FORM	POSITIVE SPACE	NEGATIVE SPACE	

Knowledge Sheets

Each unit taught has a corresponding knowledge sheet which details the precise **substantive knowledge** (*practical and theoretical*) that pupils will be taught. This provides consistency across all classes, so all children are exposed to the same knowledge. The knowledge listed is not all for memorisation; rather, it provides a context to support children in developing skills and disciplinary knowledge.

These documents also detail the prior knowledge children need to have in order to assimilate new knowledge into existing schema.



PETS KS1 Knowledge

AS PART OF THE ART ASPECTS, CHILDREN WILL KNOW:

Colour and Value

- Different materials and colours are more suitable to different animals.
- Animals can be many colours.

Line and Pattern

- The 5 types of line (vertical, horizontal, diagonal, zig-zag and curved) can be used to create visual and tactile texture in a sculpture.

Texture

- Collage is the build up and collection of different materials stuck or glued to a supporting surface to create an image.
- Within collage, materials can be cut or torn and used to create tactile texture by the use of overlapping, mosaic and colour.
- Scissors are used to cut materials.
- Hands are used to tear materials.
- Materials must be cut or torn to the correct size for the piece which is being collaged.
- The right amount of glue must be used to securely attach and join paper or other materials.
- Overlapping of cut or torn materials can create depth or texture on a piece.
- Texture can be created in sculpture by rolling, cutting and moulding different materials.
- Simple carving techniques can also add further texture to a sculpture.

Shape and form

- Plasticine can be rolled into a ball using the palms of your hands.
- Plasticine can be rolled flat from a ball using a rolling pin on a flat surface.
- Rolling plasticine correctly, avoiding it sticking to the table, involves lifting it after each roll down.
- Warning up moulding materials in the hands makes them easier to mould.
- Rolling plasticine with your hands creates different shapes, such as different sized balls.
- Pushing the clay with fingers creates a different effect to flattening out a shape.
- Pushing clay pieces together and using fingers to smooth edges creates secure joins.
- Considering the weight of different pieces when joining them is important, so they remain hardening process and so they do not snap after.
- A range of carving tools create different textures by scoring and carving.

Diversity

- Barbara Hepworth was a British sculptor born in Yorkshire. The Hepworth Gallery in Wakefield is named after her. She made sculptures using different shapes and was inspired by nature and the world around her.
- Anish Kapoor is a British Indian sculpture artist. He used abstract shapes, rich colours and polished surfaces in his work. His most famous piece is the cloud gate in Chicago.

COLLAGE / COLOUR / CUT / TEAR / MOULD / PRESS / ROLL / PINCH / CARVE / TEXTURE / VISUAL / TACTILE

PRE-ASSESSMENT IDEAS

- The five types of lines in art include vertical, horizontal, diagonal, zigzag and curved.
- Lines can be straight, curved, thick, thin, long or short.
- Primary colours are blue, red and yellow, these cannot be made.
- Secondary colours are two primary colours mixed together - green, orange and purple.
- Different textures can be made using different materials.
- Shape can be defined by a line around it or a change in colour.

FURTHER READING

Anish Kapoor
<http://www.anish-kapoor.com/>

Hepworth Gallery
<http://hepworthukofield.org/>

Elements of Art
www.thoughtco.com/what-are-the-elements-of-art-92704
Elements of Art posters



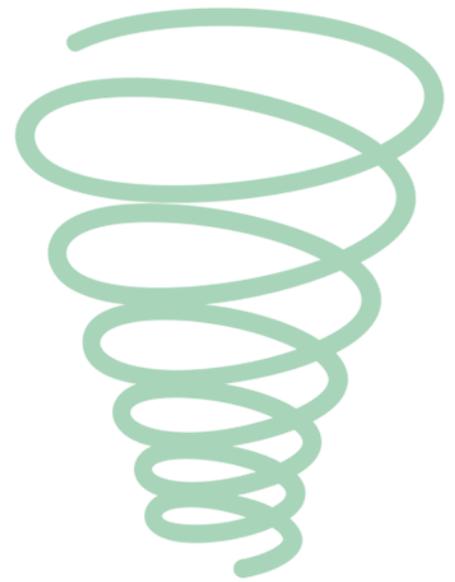
Key Concepts

The art curriculum is structured around three **key concepts**. These concepts have been thoughtfully selected to ensure that pupils not only **retain the essential information** but also can apply **their understanding** of these key areas to their own creative works. The concepts also provide pupils with a shared language in which to **discuss, critique** and **evaluate** their own and others' work. Through repeated exposure throughout the curriculum, pupils develop a deeper comprehension of how these key concepts interconnect and influence one another.

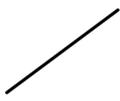
<p>Formal Elements</p>	<p>Quality and Value</p>	<p>Diversity</p>
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Pupils develop their understanding of these concepts through meaningful examples and repeated exposure in a range of contexts from EYFS to Y6, including the integrated resource. The 3D approach of the curriculum design ensures these concepts are revisited and built upon across other subjects areas and all key stages. Over time, pupils schemata will grow to develop a complex and rich understanding of these concepts.

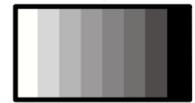
Each art unit acts as a building block to ensure the knowledge and concepts learned directly build on previous units and lay foundations for what pupils will go on to learn both within Malin Bridge and in KS3. All Art units are aligned with the National Curriculum and therefore enable children to meet the end of key stage attainment targets.



Please refer to the Curriculum booklet for more information about the 3D curriculum.



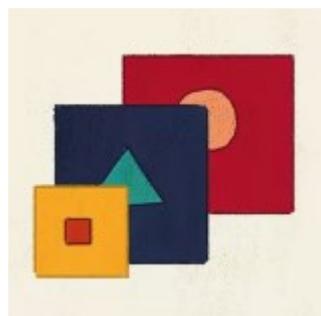
Formal Elements



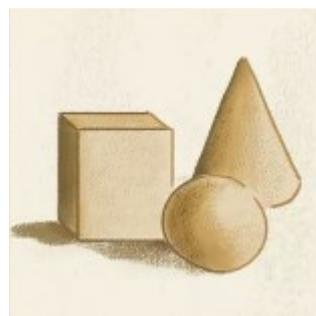
The concept **formal elements** is based on the 7 elements of art: *line, shape, form, space, texture, value* and *colour*. As pupils progress through the art curriculum, they build their understanding of each of these elements and how artists manipulate them and mix them with principles of design in order to compose a piece of art. Pupils know that not every work of art contains every one of these elements, but at least two are always present. Having an understanding of these seven elements enables pupils to describe what artists have done, analyse what is going on in a particular piece of work and provide a common language for communicating their thoughts and findings.



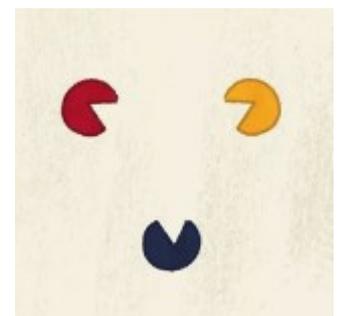
Line



Shape



Form



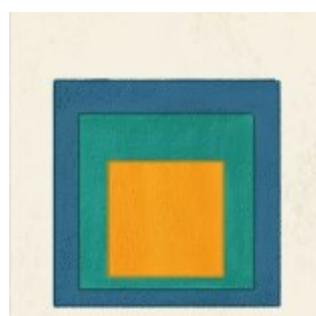
Space



Texture



Value



Colour



Judging Quality and Value

To build solid knowledge of how art is judged in terms of **quality and value**, all phases use a set of 4 main theories to help children form and express opinions about art, whilst also exploring how others' have judged pieces. The four theories are:

◇ **Imitationalism: Art is good when it imitates reality.**

An *imitationalist* artist focus on mimicking and representing real life. In a successful piece of art, the textures light, shadows, human proportions, and perspective are all highly realistic.

◇ **Formalism: Art is good when it masters the artistic elements and principles.**

A *formalist* artist focuses on an artwork's form - the way it's made and what it looks like. In a successful piece of art, the visual features are most important: line quality, colour, composition, and other artistic elements and principles.

◇ **Instrumentalism: Art is good when it communicates a message.**

An *instrumentalist* artist focuses on context and message. A successful piece of art is an instrument to persuade the audience or provide commentary. It is often political, social, moral or thought-provoking.

◇ **Emotionalism: Art is good when it evokes an emotional response.**

An *emotionalist* artist focuses on the expression of emotion. A successful piece of art communicates an emotion, but more importantly, it pulls out an emotional reaction from the viewer.

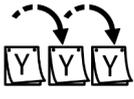
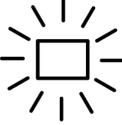
Pupils will use this structure, along with the **Paradigms of Art**, to consider the questions



What is art?

What makes art good?

Paradigms of Art

<p>Traditional Art</p> 	<p>Timeframe: Pre-1880s</p> <p>Art which transmits the rules and conventions of skills, form and meaning; the established way of creating. <i>For example, Renaissance art, Romanticism, and Baroque.</i></p>	<p><i>Notable artists include:</i></p> <p>JMW Turner, George Stubbs, John Constable, Katsushika Hokusai, Maria van Oosterwijk, Ukiyo-e, Jan Vermeer and Rembrandt .</p>
<p>Modern Art</p> 	<p>Timeframe: 1880s - 1970s</p> <p>Art which rejects established practices and instead values originality and self-expression. <i>For example, Fauvism, Impressionism and Cubism.</i></p>	<p><i>Notable artists include:</i></p> <p>Pablo Picasso, Salvador Dali, Vincent van Gogh, Frida Kahlo, Claude Monet, Paul Cezanne, Gustav Klimt, Georgia O'Keeffe, Barbara Hepworth, Jackson Pollock, Roy Lichtenstein and Andy Warhol .</p>
<p>Contemporary Art</p> 	<p>Timeframe: 1980s to modern day</p> <p>Art which represents current times and is typically created by living artists. Work encompasses a variety of media, from traditional painting to video art and site-specific installations. Themes often revolve around present-day issues such as globalization, terrorism and feminism.</p>	<p><i>Notable artists include:</i></p> <p>Jeff Koons, Yoko Ono, Banksy, Yayoi Kusama, Jean-Michel Basquiat, Clifford Possum Tjapaltjarri, Antony Gormley, Tracey Emin, Anish Kapoor, Damien Hirst, Shirin Neshat, Ai Weiwei and Jenny Holzer.</p>

Pupils in Y3-Y6 take part in a weekly drawing lesson for three half terms a year, which focus on the development of key drawing skills (see *Progression in Drawing* for details), whilst pupils in EYFS-Y2 focus on fine motor skills. All pupils have the opportunity to look at, discuss and evaluate a range of noteworthy artists and their work through Talking Point discussions. Pieces studied cover a range of **traditional, modern** and **contemporary** art, as well as showcasing a wider range of mediums.

For further details on the notable artists studied, please see the Artist and Artwork Mapping document.

Diversity & Anti-racism Education

The diversity school driver, along with the latest research in anti-racism education, underpins the art curriculum from FS1 to Y6. The art curriculum ensures that units delivered to pupils include a **diverse range of voices and perspectives**. Resources and texts represent a wide range of **cultures, races, and backgrounds**.

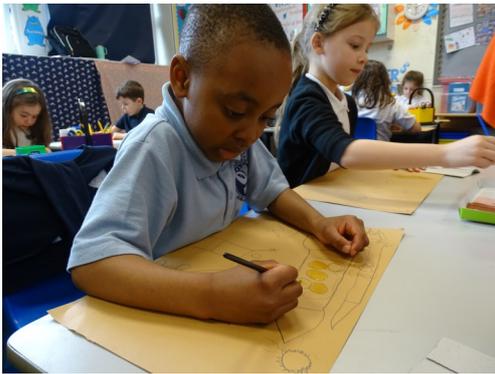
All staff working with pupils have attended anti-racism training to reflect on their own biases and foster an inclusive and equitable learning environment, ensuring that all pupils feel **respected, represented, valued, and supported**.



To build solid knowledge of diversity in art and design, all phases have a **continent** assigned, which they use as an 'anchor point' across the whole curriculum. Phases use this to develop pupils' understanding of a **diverse range of artists, makers, architects and designers**, from a range of time periods. By the time pupils leave Malin Bridge, they should have a solid understanding of a wider range of art from people of different **ethnicities, ages, religions, sexualities, genders and abilities.**



See the overview document for more detail.



FS1 EXPRESSIVE ARTIST

- Over FS1, children's learning in expressive arts and design should include the following:
- Enjoys and participates in a range of dances, songs and games
 - Experiment with colour and sounds and understand how these can be changed
 - Use a range of construction materials to build and balance
 - Engage in imaginative role play that includes toys and available resources

BY THE END OF FS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

- Engage playing in with ring games and dances
- Sings a few familiar songs and hops and simple repeated rhythms
- Includes movement in response to music and beginning to move rhythmically
- Explores and varies how sounds can be changed
- Explores colour and how colours can be changed
- Understands that they can use lines to enclose a space, and they begin to use these shapes to represent objects
- Beginning to be interested in and describe the textures of things

Uses various construction materials, making enclosures

Joins construction

Responds to

Uses movement to express

Sings to self, in

Mimes what adults do, imitating what is done

Engages in imaginative role

Builds stories around toys and uses of

Captures experiences and responses with a range of

FS2 EXPRESSIVE ARTIST

- Over FS2, children's learning in expressive arts and design should include the following:
- Experience a range of dances and songs and explore the sound of instruments
 - Experiment with colour and textures to create a new effect
 - Create a design and construct with a purpose in mind using different materials
 - Use tools and techniques competently and appropriately

BY THE END OF FS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO:

- Play cooperatively as part of a group to develop and act out a narrative
- Links a combination of movements and gestures to express feelings and ideas
- Begin to build a repertoire of songs and dances
- Explore the different sounds of instruments
- Draw images that represent events, people and objects
- Choose particular colours for a purpose and explore what happens when they are mixed together
- Understands that different media can be combined to create new effects and experiment with textures
- Manipulates materials to achieve a planned effect
- Constructs with a purpose in mind, using a variety of resources
- Selects tools and techniques competently and appropriately to shape, assemble and join materials they are using

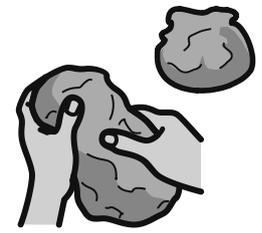
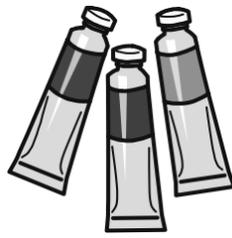
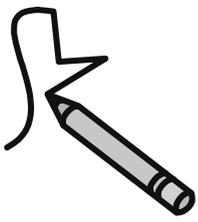


BY THE END OF FS2, A CHILD ATTAINING TYPICALLY WILL BE ABLE TO UNDERSTAND AND USE THE FOLLOWING VOCABULARY:

TEXTURE	MATERIALS	MIX	COLOUR	INCORPORATE
	STICK	JOIN		MOVE

Art and Design in the Early Years

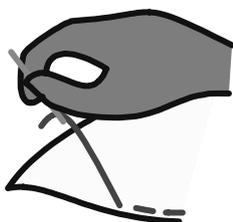
Pupils in FS1 (Nursery) and FS2 (Reception) engage with the arts on a regular basis through a combination of direct, adult led sessions and pupil-led activities as part of continuous provision. Children have the opportunity to explore a range of materials and media, including pencils, paper, poster paint, chalk, wax crayons and fabric. This helps them to work towards the early learning goals, such as safely using and exploring a variety of materials, tools and techniques. High-quality practice in the early years stimulate children's interest and imagination in the materials and media they encounter, and provides the necessary foundations for future learning.



Pedagogy in Art and Design

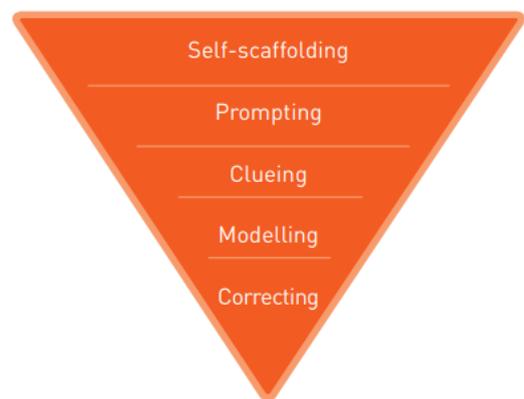
Teachers use a range of pedagogical approaches to teaching Art and Design, which are selected based on the content being delivered. These include:

- ◇ Teachers model their own exploration through art, modelling the process many artists go through when creating pieces of work. They *embrace exploration together*.
- ◇ Use of sketchbooks to develop ideas and skills over time.
- ◇ ‘Design through making’, using materials and tools to create enable pupils to test out ideas and adapt designs.
- ◇ Using other curriculum areas to reinforce art and design content, for example learning about Stone-Age architecture and daily life in History, which reinforces the knowledge of cave paintings in KS1, and learning about life in Tudor England through exploring Tudor portraits.
- ◇ Providing common experiences such as visits to galleries and working with contemporary artists. For example, Bethan Woolvin’s work with KS1.
- ◇ Providing an appropriate mix of teacher-led and pupil-led opportunities so pupils learn the necessary knowledge in order to have choice over their own artistic outcomes (drawing on an existing schema).
- ◇ ‘Show me what you see’ warm ups develop children’s observation skills and allow teachers to see what pupils are noticing. They also provide opportunities to reinforce key vocabulary, e.g. “Show me where you see the shadows....the horizontal lines...the way the artist captures movement...”



Scaffolding and Stretching

Teachers are highly skilled in adapting lessons to ensure they cater to the diverse learning needs of pupils. For those who need additional support and scaffolding, teachers and support staff use a range of techniques. These include providing more time to grasp concepts through pre-teach session and extended practise, using bespoke visual resources to support understanding, dual coding information, use of Kagan® structures to aid children's ability to formulate responses, use of knowledge organisers to aid recall of key information, adapted tasks and the opportunity to work with an adult or peer(s). For early graspers who quickly understand new concepts, teachers and support staff provide routine opportunities to extend their thinking. These activities encourage critical thinking, creativity and independent exploration. Flexible lesson structures allow early graspers the opportunity to access tasks sooner, whilst slower graspers have more time to practise skills and consolidate their understanding before moving on to independent work. Support staff are guided by the EEF's self-scaffolding model (*taken from Making Best Use of Teaching Assistants*) which helps to identify the most appropriate level of support for a child. Our goal is to create an inclusive learning environment where every student can thrive at their own pace and level of understanding.



Adaptations for SEND

We are deeply committed to providing an inclusive education that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our art curriculum is thoughtfully adapted to ensure that SEND pupils receive the support and accommodations necessary to thrive academically and personally. Teachers know that concepts and language in art lessons can create barriers for pupils. Language is therefore taught explicitly at the start of new topics and pre-teaching of new vocabulary happens where needed. Teachers highlight new words for a lesson, key vocabulary linked to the learning objective, practical skills that will be needed and things to observe, so pupils are clear. Teachers also ensure that all pupils, and especially those with SEND, have appropriate thinking time in order to respond in class discussions and debates. This approach is particularly helpful in increasing participation and build self-confidence.



See the **SEND** booklet for more information.



Assessment: *The Impact*

To help staff make a **summative assessment** of pupils achievement at key points during the academic year, there are clear skills and knowledge outlined that a child is expected to achieve by the end of each school phase. Children will only be assessed against what they have covered and teachers use their professional judgement to give a PITA (*Point in Time Assessment*) score; these range from 1-6. Please see the Curriculum booklet for more information. Teachers use class questioning, outcomes in books, discussions and the results of tests or quizzes to make this decision.



Y2 Art Assessment Guidance

Attainment Targets

Visual Literacy

How has **colour** and **value** been used to create a visually interesting piece of artwork?
 How has **line** and **pattern** been used to create a visually interesting piece of artwork?
 Using a range of media, how have you created **texture** and what was its intended impact?
 Using artwork studied or created, what impact does **shape** and **form** have on the overall piece?
 What makes art 'good'? How is it **valued**? What makes art a **quality** piece?

Children achieving typically will be able to:

Look at the work of an artist, printmaker and an architect and begin to explore how the artists' experiences feed into their work.
 Talk about intention.

Share responses to classmates' work, appreciating similarities and differences.

Drawing

Children achieving typically will be able to:

Explore texture and pattern using a variety of drawing tools and surfaces.

Draw lines from observations.

Colour neatly following lines using a range of crayons intentionally creating tones as appropriate and using dots or lines to show pattern and texture.

Use: **crayons, oil pastels, chalk, felt-tip pens, poster paint.**

Painting

Children achieving typically will be able to:

Begin to change the tint and tone of colours by adding black and white.

Describe colours.

Collect, sort and match colours to create an image.

Use: **poster paint, powder paint**

Sculpture

Children achieving typically will be able to:

Through rolling, cutting, moulding and carving, use a range of materials to create sculptures using a combination of **shapes** that includes **line** and **texture**.

Use: **mod-roc and pipe cleaners, dough, plasticine, Fimo**

Collage and Textiles

Children achieving typically will be able to:

Create textured collages using a range of materials that are cut or torn and glued.

Experiment with coiling, overlapping, tessellation, mosaic and montage in collage.

Use: **a range of materials.**

Key Vocabulary

Children working at ARE should be able to use the following vocabulary confidently and consistently:

TEXTURE, TONE, MOULD, SCULPTURE, PRIMARY, SECONDARY, LINE, VALUE, FORM, SHAPE, WARM, COOL, VISUAL TEXTURE, COLLAGE, PINCH, CARVE, DESIGN, TRADITIONAL

Children working at a PITA 3 will be able to do the majority of the above statements with support.

For children working above PITA 4, please see the Y3 attainment targets.

For children working below a PITA 3, please see the Y1 attainment targets or below.

See the *Responsive Teaching* section and the *Impact* section of the Curriculum booklet for more information.

Foundation subject assessment guidance sheets are available for Y1-Y6. These outline the art units that have been covered for each year group and include appropriate concept questions. These questions support teachers in assessing how well pupils can explain their substantive knowledge in the context the art concepts. The assessment sheet contains an attainment descriptor of what a typical attaining child should be able to achieve by the end of the year. These, along with the knowledge sheets and skills sheets, help teachers to make their judgement.

A range of **formative assessment** strategies are used to help teachers to reshape the learning to meet the needs of all pupils in their class and ensure the pitch of the lesson is appropriate.

Appendices

(available on request)

Subject Story

Knowledge Sheets

Progression in Drawing

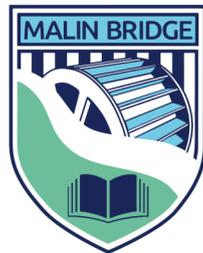
Progression in Painting

Progression in Sculpture

Art and Design Assessment Guidance

SEND Booklet

Curriculum Booklet



Malin Bridge Primary School

Chorus Education Trust